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ABSTRACT

This study summarizes information obtained from a survey of 82 countries on the status of teachers of physical education in the primary, intermediate, and secondary schools. Information requested was by its nature more dependent upon professional and personal judgments than upon facts and figures. The survey instrument gathered data in the following topical areas: (a) professional status, (b) economic status, (c) national recognition, and (d) professional physical education organization participation. Also included in the survey were several general statements which sought information relating to improvements in the status of the profession of health, physical education, and recreation during the past three years. The study is divided into sections for each of the designated topical areas; for each section a summary of each country's response to the survey is given. A sample questionnaire is also included. (JS)

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ICHPER International Questionnaire Report
Part III
1967-1968 Revision

Status of Teachers of Physical Education

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*COUNTRIES INCLUDED IN THE SURVEY

Afghanistan, Argentina, Australia, Austria, Belgium, Bolivia, Brazil, Burma, Cambodia, Canada, Chile, China, Colombia, Congo-Brazzaville, Congo-Kinshasa, Costa Rica, Cyprus (Greek Community), Cyprus (Turkish Community), Czechoslovakia, Dahomey, Denmark, Dominican Republic, Ecuador, El Salvador, England, Finland, France, Gambia, Germany, Ghana, Greece, Guatemala, Guyana, Haiti, Hungary, Iceland, India, Iraq, Ireland, Israel, Italy, Japan, Jordan, Kenya, Korea, Liberia, Libya, Luxembourg, Malagasy Republic, Malaysia, Mexico, Morocco, Netherlands, New Zealand, Nigeria-Eastern, Norway, Pakistan-Eastern, Pakistan-Western, Panama, Paraguay, Peru, Philippines, Poland, Romania, Senegal, South Africa, Spain, Sudan, Sweden, Switzerland, Syria, Thailand, Trinidad and Tobago, Turkey, United Arab Republic, United States of America, Upper Volta, Uruguay, Venezuela, Viet Nam, Yugoslavia, Zambia.

FOREWORD

This survey report of the status of physical education teachers around the world is one of three studies first carried out by the International Council on Health, Physical Education, and Recreation in 1963.[1] It was stimulated by resolutions passed by the World Confederation of Organizations of the Teaching Profession, which urged that "every school should provide for an adequate program of physical education for all its children designed to improve their physical and mental health and their social adjustment" and that "teachers should be given adequate training to discharge these responsibilities." The ICHPER Executive Committee believed that a study of the professional status of physical education teachers in different parts of the world, to establish an understanding of existing policies and conditions, was one of the first steps to be taken in assisting member organizations to determine how best to improve professional standards for teachers in their countries.

To carry out this survey, the ICHPER solicited the assistance of Unesco through WCOTP for support in accomplishing this goal. In 1962 as an outgrowth of direct consultation, a contract was signed with Unesco to undertake the outlined study of the status of physical education programs around the world. With the continuous interest and efforts of Unesco this project was made possible. Again the ICHPER is grateful to Unesco which cooperated with funds and consultation in this 1967-68 revision.

In 1963 a published report synthesized information received from 49 countries in response to questionnaires sent to key individuals in each country. Although there were some omissions in the first international survey of physical education teacher status, it presented an initial and useful picture throughout the world at that time. A follow-up study was planned, and after three years a second questionnaire was sent out, asking for basically the same kinds of information. In response to the 1967 survey, it was gratifying to have responses submitted from 71 countries, including 35 which had not supplied information the first time.

The data have been presented in this second report in such a way that the 1963 material is still shown in relation to the new information from 1967. The result makes it possible to see changes within a single country, as well as to provide the reader an opportunity to make comparisons of the current status of and policies for physical education teachers among the different countries.

The ICHPER Executive Committee is indebted to professional colleagues throughout the world for their cooperation in completing both of these international studies. Acknowledgment is made of the contributions of members of the ICHPER Secretariat staff Raymond A. Ciszek, assistant secretary-general, Elsa Schneider, consultant, and especially to Barbara M. Potzner, program assistant, who compiled, edited, and prepared the materials for this final report. Appreciation is also extended to the World Confederation of Organizations of the Teaching Profession (WCOTP) for the assistance it gave in translating some of the questionnaires.

The Executive Committee has made available the results of this second research study as an important part of its program of work at the beginning of its second decade. Plans are already under way for another follow-up study after an appropriate interval.

The present work is published with the hope that it will serve professional individuals and groups in countries around the world as an appropriate basis on which to continue efforts to improve the status of physical education teachers so that they may serve in a more purposeful role. It should also prove to be an encouraging record of accomplishments and a source of pride to our individual ICHPER members and organizations.

KLAAS RYSDORP
President, ICHPER

CARL A. TROESTER, JR.
Secretary-General

[1] The others were: Physical Education and Games in the Curriculum and Teacher Training for Physical Education. Both of these studies, originally published in 1963, have also been revised following a second survey in 1967.

A SUMMARY OF THE STATUS OF TEACHERS OF PHYSICAL EDUCATION

Part III: Status of Teachers of Physical Education of the ICHPER-Unesco questionnaire study is designed to gather information on the status of teachers of physical education in the primary, intermediate, and secondary schools throughout the world. It differs from Part I: Physical Education in the School Curriculum and Part II: Teacher Training for Physical Education in that the information requested was by its nature more dependent upon professional and personal judgments than upon facts and figures. The information supplied, however, provides an insightful and comprehensive look at the status of these teachers in 82 countries.

The survey instrument was designed to gather information in four topical areas which included (a) professional status, (b) economic status, (c) national recognition, and (d) professional physical education organization participation. Also included were several general statements which sought information relating to improvements in the status of the profession of health, physical education, and recreation during the past three years and in the crucial areas of our fields of education in which there is a most urgent need for the improvement of the status of teachers.

In this survey an attempt has been made to show some comparison between the responses submitted in the original study in 1963 in which 49 countries responded and the 1967 responses. A total of 82 countries is included. Thirty-six countries have materials for both 1967 and 1963. Thirty-five countries submitted information for the first time in 1967. Eleven countries did not make information available for the revised publication. To facilitate the reader's use of the book, the information supplied in 1967 has been reproduced in *italic print* and that for 1963 in non-italic print.

This study is intended to give an overview of the status and position of the physical education teacher and his program in the educational systems around the world. A brief, but representative summary of the contents follows.

Physical educators are considered full faculty members in all respects at all educational levels in nearly all the responding countries. They enjoy the same benefits and privileges as other teachers. In Belgium, it is reported that the teacher of physical education has the "full faculty member" standing only in terms of salary, but not from a social point of view; in Greece, he is considered a full faculty member at the primary, intermediate, and secondary levels, but not at the university level. Among others mentioning the university teacher exception is Hungary where the different standing is due to the different scientific qualifications. It can be noted here that in Mexico the physical education teacher is recognized as such by official authorization since he is in public service. In a number of countries the schools employ sports coaches who are not trained physical educators and who do not hold faculty status. One country reports, however, that the physical education teacher is not considered as an important member in full standing of the teaching faculty at any level.

Physical education teachers participate in not only the development of student examinations but also in the development of syllabi and textbooks. Although this participation is not too extensive in most countries at this time, it is nonetheless realized greatly wherever it does occur. This development is largely in the form of proposals for the examination systems and the classification of students. In several other cases the teachers participate in an advisory capacity. In the establishment of syllabi and textbooks, it should be noted that in some instances, if physical education is involved, physical education teachers are appointed members of committees on educational standards to serve in the Ministry of Education. For example, in New Zealand, there is consultation between the Central Department of Education and the Society of Physical Education Teachers on textbooks and other printed materials. In other instances, members of the professional organizations themselves develop the syllabi and textbooks.

In most countries the physical education teachers participate in an educational association at the local level. These are often associations of the profession itself as well as those which include all teachers at all levels. Almost every country reporting that their teachers are members of such groups indicates that all membership policies are the same for whatever area in which a teacher may specialize.

In some countries, membership in certain educational associations is automatic. Such examples are: Czechoslovakia where every teacher, no matter of what political conviction, is a member of the Federation of Workers for Education and Ghana where every Ghanian in the Ghana Teaching Service is automatically a member of the Ghana National Association of Teachers - not by law but by moral obligation to the teaching profession. On the contrary, there are those groups for which one must qualify for membership by meeting certain specifications as in England, where there are three stipulations: (a) qualified status is required, (b) type of position determines the membership, and (c) appointment is made by a governing body of sport. Furthermore, it was reported in Zambia that there is no professional structure to accommodate physical education teachers at this time. They are currently working on this. The trend noticed in the responses to this question definitely indicates that there is no discrimination made between a physical education teacher and any other teacher in his seeking membership in national education associations.

The question relating to the extent of participation of physical educators in local and central groups to advise on or regulate the education policy appears to draw a divided response. In some countries the involvement is through an intermediary professional association as is evident in Belgium and in England where the school's council at the national government advisory level has a subcommittee on physical education. The majority of this subcommittee must be teachers. In other cases the teachers of physical education have a representative who is a member and takes part in the decision making and policy making functions of these local and central groups. In Norway, most teachers of physical education are also teachers of other subjects. Since some teachers are usually appointed to policy making bodies, as a rule some members will be teachers qualified in physical education.

In the formulation of the general education policy and programs, it can be said that the degree of involvement varies from country to country. For example, in Ghana the physical education organizers attached to the Ministry of Education participate in the formulation of general education policy and programs in primary and intermediate schools and on the secondary school and training college level, they advise the Ministry on policy matters affecting the teaching and organizing of physical education. A lesser degree of involvement is noted for Belgium. A large group of the responding countries stated that the physical education teacher is only consulted when the policy making concerns his area of specialization as is the case in Austria, Malaysia, New Zealand, Nigeria, the Philippines, and Thailand. Seven countries reported that the physical educators are never or only rarely consulted.

Approximately two-thirds of the countries reporting indicate that the national government gives recognition to teachers for meritorious service. The nature of the recognition most frequently mentioned was the bestowing of titles. For example, in Czechoslovakia, the title of Exemplary or Meritorious Teacher is given; in India, titles of honor for which physical education teachers qualify, such as "Padma Shree", are conferred by the President every year; in Pakistan - Eastern, recognition for outstanding achievements in the field of games and sports is given in the form of the title which is known as "Pride of Performance"; in Poland, the title of "Meritorious Physical Education Leader" is presented. Recognition is also reported as being in the form of dinners, medals, teachers' day celebrations, and honorary teaching degrees. In Venezuela, the "Medal of Honor and Merit" is bestowed. We may note here that teachers are also recognized for long and successful service in the profession. In Finland, a teacher receives a medal for such service, whereas in Iraq and Switzerland this long service is recognized by a monetary award. Mention was also made by four countries that recognition awards given to physical educators are the same as those for which other teachers are eligible. The other one-third of the countries reported that they have no national recognition for outstanding service.

By comparison, the salaries received by the physical education teachers are nearly the same or the same as those of other teachers. However, when the teaching profession is compared with other professions (dentist, doctor, lawyer) the responses received indicated that there was a considerable difference between the salaries of the latter group and those of physical education teachers. In some countries physical education teachers receive 20 to 50 percent of the wages of engineers and doctors. One country indicated that "physical educators would be the poorest paid among the professionals." Of course, there were also cases of the other extreme. Yugoslavia reported "in the last two years, an augmentation of salary in favor of teachers." In Austria, "the physical education teachers' salaries compare favorably with others in other professions at respective stages." But for the most part the salaries of the physical educators were much lower than the salaries of other professionals.

In looking at the salaries of physical educators and the average per capita income for each country, it is noted that the former is considerably greater -- from 30 to 50 percent. For example, in Thailand physical educators receive three to five times the amount of the per capita income; salaries are thus well above the basic wage. However, salaries vary considerably from state to state and according to seniority in Australia and in Korea, the physical educator's salary is about six times as high. The contrary case appears in at least two countries where the salaries of civil service employees are rather small, and those in the field of education still smaller -- then those in physical education, esepcially the first appointment, the smallest.

In the majority of the countries responding, it is indicated that there are no differences in salaries and allowances whether the teacher is working in a rural or urban area; whether he is married or single; or whether the teacher is male or female. However, there are several countries in which married teachers have benefits over the single ones; such cases exist in New Zealand where the man receives an additional $200 per year, in Viet Nam, Israel, Peru, and Syria where an extra family allowance according to the number in the family is given; and in Libya and Luxembourg where there is not only a family allowance but a housing allowance given. In both Malaysia and the Sudan, women physical educators receive 20 percent higher salaries than men. A rural physical education teacher receives a higher salary than an urban physical education teacher in Libya.

The following are other allowances which physical education teachers receive in addition to their salary. They are listed in the order of the frequency with which they are mentioned -- holiday leave, sick leave, health insurance, sabbatical leave, and old-age pension. Among the additional benefits received in some countries were a housing allowance which government teachers enjoy in Malaysia; a monetary allowance called "responsibility allowance" which is given in Nigeria when a physical education teacher is the game master in a secondary school; and a maternity allowance which consists of six months' leave with full salary in Sweden. Trinidad and Tobago lists no additional allowances whatsoever are given to the physical education teachers.

The majority of the countries reporting indicated that teachers of physical education do participate in some form of international organization. Of this group the mention of participation in the local, national, or international Olympic Committees appears most frequently. Where the participation was restricted, it was usually due to language barrier or the distance between home country and the meeting site. In two instances, the participation in such international organizations was listed as only through the Ministry of Education.

In order to establish some type of idea on the state in which the physical education profession finds itself throughout the world, we may look at the responses given to two of the more thought provoking questions. The first is "Briefly describe the areas of greatest improvement in the status of the profession of health, physical education, and recreation during the past three years in your country." These areas included according to frequency of listing -- (1) physical education has been accepted as an academic subject at the university level; (2) status of and standards for personnel in these areas of education have improved; (3) incomes have been adjusted and/or increased; (4) more health, physical education, and recreation positions of leadership responsibility in the schools and governments have been established; (5) new teacher training methods and facilities have been introduced; and included among "others" are more specialists in physical education for the primary schools; physical education institutions have been established; a greater awareness of the value and improtance of physical education by the public has been created; professional associations have been organized; and program content has improved.

The second inquiry to assist us in determining the status of physical education at this time is "Briefly describe the areas in which there is the most urgent need for the improvement of the status of teachers in these fields." The responses to the above are closely related to those of the first inquiry, although in a somewhat different order. These areas included according to frequency of listing -- (1) raising status and standards of professionals; (2) professional preparation and post graduate work need to be increased; (3) more modern methods need to be employed; (4) better understanding and awareness need to be established with authorities; (5) superior posts in the schools and government need to be created; and included among "others" were specialists in physical education are needed at the primary level; in-service programs need to be provided; and salary raises need to be more frequent.

PROFESSIONAL STATUS OF PHYSICAL EDUCATION TEACHERS

The three tables presented on pages 6-11 summarize information about the professional status of physical education teachers. The first shows the answers to the question, "Is the physical education teacher considered a member in full standing of the teaching faculty at all educational levels?" Sixty-one countries indicated that the physical education teacher was accorded full standing. Explanatory comments, however, indicated that there are variations in these positive answers. In several instances the physical education teacher is given this distinction in principle but not in practice.

The table beginning on page 12 also indicates another aspect of the professional status of physical educators in regard to their opportunities for participation in the formulation of general education policy and programs and in local and central educational bodies, councils, committees, and the like which advise on or regulate educational policies, procedures, and practices.

In the 70 countries responding in 1967, teachers participate in the policy formation to varying degrees. Twelve of them, however, indicate that they participate only in matters relating specifically to physical education and not to the general educational policy and program. Eighteen do not participate at all in this respect.

While 46 responses indicate that physical education teachers participate in various groups which advise on or regulate educational affairs, the participation is generally limited to areas concerning physical education.

The participation of physical education teachers in international groups such as the ICHPER, the International Olympic Committees, and international sports organizations is shown in the table beginning on page 23. From the 71 countries responding in 1967, professionals in 54 of these countries participate to some degree at the international level. The greatest participation is in those organizations which are concerned with sports.

FACULTY STATUS OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PHYSICAL EDUCATION TEACHERS ARE CONSIDERED AS FULL FACULTY MEMBERS AT ALL EDUCATION LEVELS
AFGHANISTAN	1963 - YES, in grades 1-3 physical education is taught by classroom teachers; in grades 4-6 by teachers also teaching other subjects; in grades 7-12 by teachers who teach other subjects but have specialized in physical education.
ARGENTINA	1963 - YES.
AUSTRALIA	*1967 - YES, this varies from state to state, often even from school to school. Much depends on the personality and the qualifications of the teacher of physical education. The specialist teacher of physical education with university training is always regarded as a full member of the teaching staff. In some universities there is still a tendency to regard physical education as a "technical subject" only.*
AUSTRIA	*1967 - YES, physical education teachers have the same academic background as all other teachers. They are not "only" physical education teachers.* 1963 - Same as 1967.
BELGIUM	*1967 - YES, from a salary point of view, but not yet from a social point of view.* 1963 - Same as 1967.
BOLIVIA	1963 - YES, they have the same rights and duties as other teachers.
BRAZIL	*1967 - YES, the law on Educational Bases and Director's Laws give physical education teachers the same rights as other members of the teaching faculty.* 1963 - Same as 1967.
CAMBODIA	1963 - YES, physical education teachers have the same salary and allowances as primary school teachers.
CANADA	*1967 - YES, physical education teachers receive the same basic education.*
CHILE	*1967 - YES, however at the universities, physical education is not taught outside of the training of physical education instructors.*
CHINA	*1967 - YES, teachers, no matter in what subject, are all in full standing of the teaching faculty at all school levels.* 1963 - Some physical education teachers are considered members in full standing.
COLOMBIA	*1967 - YES, they have the same rights, particularly in secondary education.* 1963 - Same as 1967.
CONGO - BRAZZAVILLE	*1967 - YES, in theory. In practice, sports and physical education are put into background and are not considered as they should be.*
CONGO - KINSHASA	1963 - YES, physical education teachers have more rights than general classroom teachers. All physical education teachers are graduates of the Physical Education Institute in Leopoldville and have higher salaries than their colleagues, graduates from secondary schools in the Republic.
COSTA RICA	*1967- YES, any teacher is considered a member in full standing of the teaching faculty if he is carrying a full teaching load. This is true at all levels of education. The vast majority of physical education teachers carry full teaching loads, although many teach other subjects than physical education, especially in smaller schools.*
CYPRUS - GREEK	*1967 - YES, he is considered as a member of the staff of a school, as all the other members are.* 1963 - YES, they are considered members of the teaching faculty. They take part in school meetings.

FACULTY STATUS OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PHYSICAL EDUCATION TEACHERS ARE CONSIDERED AS FULL FACULTY MEMBERS AT ALL EDUCATION LEVELS
CYPRUS - TURKISH	**1963 - YES, physical education teachers are much liked by the community.**
CZECHOSLOVAKIA	*1967 - YES, physical education teachers have the same economic status as any other teacher and the same salary.*
DAHOMEY	*1967 - YES, the physical education teacher plays the same role as other members of the teaching staff.*
DOMINICAN REPUBLIC	*1967 - YES, they have the same rights and responsibilities as the other professors.* **1963 - NO.**
ECUADOR	*1967 - YES, the promotion and salary law is common to all teachers. Sometimes physical education teachers have become Provincial Directors of General Education.* **1963 - Same as 1967.**
EL SALVADOR	*1967 - YES.*
ENGLAND	*1967 - YES, all qualified teachers have the same educational background and training whatever their special subject(s).* **1963 - YES, in primary schools there are no specialists in physical education. In the rest of the schools physical education teachers have full staff membership.**
FINLAND	*1967 - YES, classroom teachers take care of the teaching in primary schools in all grades 1-6, which means the whole age group in grades 1-4 and half of the age group in grades 5-6. In secondary schools the answer is yes; classes 1-8, which means half of the age group, grades 5-9, and 1/5 of the age group, grades 10-12. Schools on the secondary level are parallel in structure; secondary schools are based on 4 grades of primary school.* **1963 - YES, all teachers have the same rights, salary, and status. At the primary school level, physical education is usually taught by the classroom teacher.**
FRANCE	*1967 - YES, the personality of the teacher himself is foremost. There is a direct relationship with economic situation. Under the present conditions, the situation is satisfactory.* **1963 - Same as 1967.**
GAMBIA	*1967 - YES, physical education teachers are considered as members in full standing. However, there is a tendency to underrate their role.*
GERMANY	*1967 - YES, in the elementary schools, physical education teachers are considered as classroom teachers. In intermediate and secondary schools they are considered as normal high school teachers.* **1963 - Same as 1967.**
GHANA	*1967 - YES, the physical education teacher plays a prominent role in teaching at all levels. He works full-time in primary, intermediate, secondary schools, and training colleges. In secondary schools and training colleges he is also in charge of one or two subsidiary subjects. All our three universities have full-time physical education teachers who are considered members in full standing on the teaching faculty.*
GREECE	*1967 - YES, in primary and secondary schools. NO, at the university level schools.* **1963 - YES, since the course itself is a required one the physical educator is considered the same as the other teachers.**
GUATEMALA	*1967 - In some cases, NO, because they only work a few hours at school and in other cases, YES, since they legally take part in the professorship in the establishment in which they work.*

FACULTY STATUS OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PHYSICAL EDUCATION TEACHERS ARE CONSIDERED AS FULL FACULTY MEMBERS AT ALL EDUCATION LEVELS
GUYANA	*1967 - There are no specialist teachers in physical education. All teachers are expected to teach physical education in the primary and all-age schools.*
HAITI	*1967 - YES, generally, physical education instructors are highly considered and sometimes even more than the other members of the teaching profession.* 1963 - They have the same standing as primary school teachers.
HUNGARY	*1967 - YES, with the exception of the university level. At the university level there is a different standing due to the different professional purposes and different scientific qualifications.*
ICELAND	1963 - NO.
INDIA	*1967 - Generally NO in the intermediate and secondary, but sometimes YES. However, physical education teachers are still considered as specialists. In colleges and universities, physical education teachers are not considered as full faculty members. There is no required program of physical education and sports in the colleges and universities. Students participate in games and sports during after-college hours.* 1963 - Same as 1967.
IRAQ	*1967 - YES, the physical education teacher is considered a member in full standing on the teaching faculty at all school levels except at the university level which requires a Ph.D. or a Master's degree.*
IRELAND	*1967 - YES, a full-time teacher has the same status and salary as a teacher of another subject. This pertains to all levels.*
ISRAEL	*1967 - YES.*
ITALY	*1967 - At the university level, the teaching of physical education is not included in the curriculum. At other levels physical education teachers are full faculty members with the only exception that physical education teachers cannot be appointed headmasters owing to a doubtful and restricted interpretation given by our Administrative Supreme Court to the law regulating the matter. At the I.S.E.F.'s physical education teachers are members in full standing on the faculty, though they cannot be elected as rectors who must always be academic professors.*
JAPAN	*1967 - YES, physical education teachers are full faculty members. They attend regular meetings of the teaching staff in any school level.* 1963 - Same as 1967.
JORDAN	*1967 - YES, the physical education teacher is considered a member in full standing on the teaching faculty at all school levels. At the university level he is not. They call him "coach."*
KENYA	*1967 - YES, however, only those trained overseas. When those trained directly in Kenya graduate, the situation will change.*
KOREA	*1967 - YES, they are considered the same as the general teachers. In addition to this, physical education teachers are in charge of control of various activities and school disciplines except at the university level.*
LIBERIA	*1967 - YES.* 1963 - NO, physical education has not yet been accepted in the college department.
LIBYA	*1967 - Same status as other teachers.*

FACULTY STATUS OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PHYSICAL EDUCATION TEACHERS ARE CONSIDERED AS FULL FACULTY MEMBERS AT ALL EDUCATION LEVELS
LUXEMBOURG	*1967 - YES, at the primary school level, they have the same standing as other teachers. At the intermediate and secondary levels, they enjoy less consideration than the other teachers.* 1963 - NO, physical education teachers are considered special teachers, with a salary 15% below that of the so-called "general" teacher.
MALAGASY REPUBLIC	*1967 - YES, they have a special status governed by the General Status of the Civil Servants of Malagasy. The future physical education instructor needs 2 years of training after the BEPC (Intermediate Certificate of General Education). They have a decent salary and are of good standing. Physical education teachers have a bachelor's or master's degree.*
MALAYSIA	*1967 - YES, they are not discriminated against in salary or treatment and are given equal responsibility in the school. Their views and judgment are sought in matters dealing with sports and physical education.* 1963 - Same as 1967.
MAURITANIA	1963 - YES, from the point of view of salaries, they are considered the same. They have a slightly lower standing than mathematics, physics, etc. teachers.
MEXICO	*1967 - YES, because they are officially authorized to teach physical education as a public service.* 1963 - YES, they have the same rights as other teachers. The physical education teachers participate in the formulation of class schedules.
MOROCCO	*1967 - As sports and physical education does not yet occupy the place it deserves in all types of schools, physical education instructors who, besides, are in limited number, are not as well considered as the other members of the teaching profession. Furthermore, they have not a special status and have not the training they need to have.* 1963 - It is difficult to say. A common belief is that physical education teachers do not have great intellectual abilities.
NETHERLANDS	*1967 - YES, there are no problems.*
NEW ZEALAND	*1967 - YES, except that at the university level there are no physical education courses, merely recreation classes, fitness groups, sports training sessions, and similar activities which are conducted by recreation officers or "physical welfare" officers. We have not yet achieved a 'break through' here.* 1963 - YES, there is one exception and that is at the university level where they are regarded as sports coaches rather than educators.
NIGERIA - EASTERN	*1967 - YES, the physical education teacher who is regarded as such will hold a physical education diploma from Zaria or the United Kingdom, Nigerian Teacher's Certificate in Physical Education from the Advanced Training College or a B.S. degree from Nsukka. He is placed on the same status as teachers in other areas who hold similar qualifications.* 1963 - YES, besides teaching the activity aspects of physical education, they also have to teach the theory of this subject.
NORWAY	*1967 - YES, the physical education teacher at the primary and intermediate school levels are trained general teachers and members in full standing on the teaching faculty. Those at the secondary school level usually have a university degree in two other subjects to get a full position and then also be in full standing. Some teachers in the secondary schools are teaching physical education only for 28 hours per week. They have a similar status as teachers in art, music, and handicraft. At the university, physical education is only voluntary and consequently the instructors are not considered regular faculty members.* 1963 - YES. physical education teachers also teach two or three other subjects.

FACULTY STATUS OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PHYSICAL EDUCATION TEACHERS ARE CONSIDERED AS FULL FACULTY MEMBERS AT ALL EDUCATION LEVELS
PAKISTAN - EASTERN	*1967 - YES, like other teachers they have a right to be elected to the managing committees of schools and the governing bodies of the colleges.*
PAKISTAN - WESTERN	*1967 - At the primary school level, physical education is taken care of by general teachers. At the intermediate level, there are very few physical education teachers at present. At the secondary level, some schools, especially the private ones, still neglect government instructions for a compulsory physical education teacher. Some institutions at the university level still do not have physical education teachers despite the government's instructions to have one physical education teacher for every 500 students.*
PANAMA	1963 - YES, they have the same rights and salaries as other teachers with the same degrees.
PARAGUAY	*1967 - YES.* 1963 - YES, they have the same rights and privileges as other teachers.
PERU	*1967 - YES, he is considered as a member in full standing on the teachers staff when he graduates from the National Institute of Physical Education and has the corresponding professional diploma.*
PHILIPPINES	*1967 - YES, they enjoy the same salary and the same privileges as other teachers.* 1963 - YES, at the secondary and college levels, full-time physical education teachers are considered members of the faculty in good standing. In many cases, they are also academic teachers.
POLAND	*1967 - YES, he has the same education degree and powers as the teacher of another subject.*
ROMANIA	*1967 - YES.*
SENEGAL	*1967 - There is a little disrepute in comparison with colleagues of other subjects.*
SOUTH AFRICA	*1967 - YES, in primary schools. There are not many specialists, so regular teachers are responsible. In secondary schools, yes to some extent, because physical education teachers usually teach other subjects and other teachers assist with game programs. At the college and university level, there exists more of a nonacademic stigma, but they are accepted on the surface.* 1963 - Same as 1967.
SPAIN	1963 - NO, not yet fully.
SUDAN	*1967 - YES, he is treated as one of the teaching staff. Sometimes he has the same qualifications of the other members of the staff. Physical education is an extra subject taken by the teacher in most cases at the elementary or intermediate level.*
SWEDEN	*1967 - YES, he has the same standing as all other teachers at all levels.* 1963 - YES, they have the same rights and duties as other teachers. There is some difference, however, between the physical education teacher and the academic teacher in salary.
SWITZERLAND	*1967 - YES, physical education teachers are members in full standing at all levels.* 1963 - Same as 1967.
SYRIA	*1967 - YES, only at the primary, intermediate, and secondary school levels.*
THAILAND	*1967 - YES, however, many schools employ sport coaches who are not trained physical educators and who do not hold faculty status.* 1963 - YES.

FACULTY STATUS OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PHYSICAL EDUCATION TEACHERS ARE CONSIDERED AS FULL FACULTY MEMBERS AT ALL EDUCATION LEVELS
TRINIDAD & TOBAGO	*1967 - Yes, at the secondary level only where there are specialists for physical education.*
TURKEY	*1967 - YES.* 1963 - YES, there is no distinction between physical education teachers and teachers of other subjects.
UNITED ARAB REPUBLIC	*1967 - YES, except at the university level.* 1963 - YES.
UNITED STATES OF AMERICA	*1967 - Yes.* 1963 - True at all levels but the university. In higher education, the professional status of the physical educator has sometimes been challenged by the academician. The profession is not always accorded the status given other professions included in the institution.
URUGUAY	*1967 - In some schools; it depends upon the particular judgment of the schools.*
VENEZUELA	*1967 - YES.*
VIET NAM	*1967 - YES, in principle; but not quite in practice.* 1963 - Same as 1967.
YUGOSLAVIA	*1967 - YES, physical education teachers are considered members in full standing at all levels, and so is physical education as a subject.* 1963 - Same as 1967.
ZAMBIA	*1967 - NO.*

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
AFGHANISTAN	1963 - YES, as regular staff members of each school, they make recommendations to the school principal.	1963 - NO.
ARGENTINA	1963 - YES, the General Director of Physical Education, together with the Directors concerned with other disciplines (e.g. vocational and arts), is under the jurisdiction of the Sub-Secretariat of Education of the Ministry of Education and Justice. Thus there is an organization through which we participate in the formulation of general education policy and programs.	1963 - YES.
AUSTRALIA	*1967 - YES, but this depends on the type of school. State Education Departments have their special physical education branches which make suggestions or are consulted in all physical education questions. In other schools much depends on the personality of the teacher of physical education. In general, physical education teachers are not participating in the formulation of general educational policy except when it concerns physical education directly.*	*1967 - Generally not, but the heads of physical education departments or branches are usually taking an active part and are members of Health Education Councils, National Fitness Councils, school committees, School Advisory Councils, Youth Advisory Councils, etc. The physical education teacher is often consulted in connection with playground work, holiday play centers, camps, youth clubs, etc.*
AUSTRIA	*1967 - YES, as far as physical education is concerned.* 1963 - YES, they assist in formulation of policies related to physical education.	*1967 - YES.* 1963 - YES.
BELGIUM	*1967 - NO, only state inspectors and university professors are involved in policy making.* 1963 - Same as 1967.	*1967 - Only through an intermediary. Professional associations are sometimes consulted.* 1963 - YES, their professional associations are sometimes consulted.
BOLIVIA	1963 - YES, activity is limited to advising the authorities. The director and inspectors only participate in the formulation of educational programs.	1963 - YES, participation is on a small scale.
BRAZIL	*1967 - NO.* 1963 - NO, the Federal Council of Education, which deals with the problems of education in general, has no representative of physical education teachers. However, the training programs for physical education teachers are organized by the Federation of Physical Education Schools.	*1967 - NO.* 1963 - Only in physical education matters is there participation. A Division of Physical Education, in the Ministry of Education, is made up mostly of physical education teachers and develops and implements the physical education activities in intermediate and secondary schools.

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
BURMA	1963 - YES, they have participated to a certain extent in the state school. In the private schools, teachers are part of the sports organization committee and take an active part in all sports and games organizations.	
CAMBODIA	1963 - Cambodia is now studying a complete reform of physical education, in which the teachers are participants.	1963 - Participation is encouraged inasmuch as Cambodia needs qualified persons in order to achieve full participation of the people in the growth of sports in the country.
CANADA	*1967 - YES, to an increasing degree as members of curriculum and faculty committees.*	*1967 - YES.*
CHILE	*1967 - YES, in the preparation of programs. Physical education professors participate in the formulation of the plans and programs.*	*1967 - YES, those who occupy directive positions in the Ministry of Education participate but with limited influence. The people who work in the State Sports Direction also participate.*
CHINA	*1967 - YES, most physical education department chairmen of secondary schools participate in the formulation of policies and programs.* 1963 - YES, all teachers, including physical education teachers, have the right of a voice in the formulation of general education policies and programs in their schools.	*1967 - YES, part of the teachers do.* 1963 - Some physical education teachers are elected to participate in local and central educational organizations or councils, to advise on policies, procedures, and practices.
COLOMBIA	*1967 - YES, physical education teachers who hold supervisory functions or work as technicians in the Physical Education Office in the Ministry of Education take part in study groups on educational policy.* 1963 - Same as 1967.	*1967 - YES, they participate with planning and organizing local, departmental, or national sport events. There is very limited action as regards to general educational problems.* 1963 - Same as 1967.
CONGO-BRAZZAVILLE	*1967 - NO*	*1967 - NO*
CONGO-KINSHASA	1963 - YES, there exists a National Federation of Physical Education Teachers called FNEEP, which is an autonomous body. Its aims are as follows: "To work in close cooperation with the Ministry of Youth and Sports, as well as with the Ministry of Education, for the success of their programs.	1963 - YES, some physical education teachers have leading jobs with local or central bodies, e.g., various services of the Ministry of Youth and Sports. The national leadership school and several youth movements are headed by physical education teachers.
COSTA RICA		

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INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
CYPRUS - GREEK	*1967 - NO, very little.* 1963 - NO. Educational policy is handled by the Communal Chamber. Teachers have little influence.	*1967 - NO.* 1963 - NO, they belong to the Teachers' Association but do not have much to say and do not regulate educational policies.
CYPRUS - TURKISH	1963 - YES, there is sometimes participation in matters of practical education.	1963 - NO.
CZECHOSLOVAKIA	*1967 - YES, through regional pedagogical committees (RPC) where they regularly meet according to type of schools and where they learn about novelties in pedagogics, psychology, etc. Teachers who have the presumptions and who desire can work in experimental schools where they are co-authors of new teaching methods.*	*1967 - YES, at national conferences which are often held where problems of teaching and education of youth are discussed. Physical education teachers meet as follows in RPC, Revolutionary Trade Unions, Federation of Workers in Education, various committees appointed to the National Councils and larger schools, etc. CSTV helps in the discussions on problems of plans and physical education methods.*
DAHOMEY	*1967 - YES, but only in physical education and its related areas.*	*1967 - YES, in all areas of physical education.*
DENMARK	*1967 - YES.* 1963 - YES, participation is the same as that of other teachers.	*1967 - YES* 1963 - YES, participation is the same as that of other teachers.
DOMINICAN REPUBLIC	*1967 - YES, the Physical Education Department is represented in the National Council of Education by the General Director of Physical Education. This Council develops the general policy of education.* 1963 - YES, teachers participate in the preparation of programs; they prepare their plan of classes for activities in which they take part.	*1967 - NO.*
ECUADOR	*1967 - YES, the Director of Physical Education, Sports, and Recreation formulates programs for kindergarten, primary, and secondary schools under the general educational policy of the Ministry of Public Education.* 1963 - Same as 1967.	*1967 - YES, the Director orients the general practice of physical education, which plays a large part in the educational plans of the country.* 1963 - Same as 1967.
EL SALVADOR	*1967 - YES, parades, civic acts, organization of national games, and access to sports fields, collaborations in national federations, organization of gymnastics programs, responsible for human material for the Olympic Games.*	*1967 - YES, they are an office of the government and are paid by the State. They assess the federations, colleges, committees and local departments. They are the basis for sports meets. Teachers participate in National Congresses of Physical Education and national programs of physical education.*

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
ENGLAND	*1967 - YES, same as other teachers, (a) in schools, (b) through regional and national professional organizations, and (c) professional boards of studies in universities.* 1963 - YES, they have the same opportunity as other teachers to formulate general educational policy through the various teacher organizations and college associations. Organizations of physical education teachers and inspectors cooperate with their colleagues in other subjects to formulate policy. Training college lecturers in physical education have full opportunity in the Institute of Education. (The many opportunities have not been unsed to advantage until recently.)	*1967 - YES, the schools council at the national government advisory level has a sub-committee on physical education. The majority of the sub-committee must be teachers.* 1963 - YES, participation is through Inspectors of Physical Education at the national level, organization of physical education at the regional level, and associations at the national level. Principals of specialist colleges and all who play a leading part in the profession serve on local and national committees.
FINLAND	*1967 - NO, the National Board of Schools (Koulihallitus), a collegiate central bureau under the Ministry of Education, exercises control and supervision of general and adult education, teacher training institutions and library services. It exercises relatively independent authority in matters pertaining to the practical administration of the school system. In the National Board of Schools there are two (national) chief inspectors, a man and a woman, to take care of and in charge of the teaching os physical education, health education, and sport. General education policy and programs are set by the Ministry of Education. However, in primary schools the programs are run on the basis of national educational plans which are confirmed locally.* 1963 - YES, there are always physical education teachers on the high school teachers body which is chosen by the faculty. This body makes proposals for the school program, the curriculum, class organization, and so on. Men and women inspectors for physical education and hygiene are located in the National Board of Education.	*1967 - See entry on left. Locally and nationally (in other respects) only on voluntary basis in free organizations or elected as members of municipal commissions of different kinds (e.g. youth work, recreation, sport, etc.).* 1963 - NO, the country is small and no central educational bodies are available. In voluntary associations and leagues, many physical education teachers are working.

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
FRANCE	*1967 - YES, most often they have consultative status. Their representatives have a seat on joint committees, but express themselves mainly through their personal work, by articles published in journals, or by authoritative books.*	*1967 - YES, locally they may be members of municipal sports offices. As members of unions or federations of ENSEPS alumni, they can formulate recommendations.*
	1963 - YES, most of them have an advisory role. Their representatives are members of commissions. However, they express themselves mostly through their personal work, magazine articles, and books.	1963 - Same as 1967.
GAMBIA	*1967 - NO.*	*1967 - NO.*
GERMANY	*1967 - YES, they participate because physical education is a part of whole education.*	*1967 - YES, normally physical educators are part of any educational body.*
	1963 - Same as 1967.	1963 - Same as 1967.
GHANA	*1967 - YES, physical education organizers attached to the Ministry of Education participate in the formulation of general education policy and programs in primary and intermediate schools. They advise on textbooks and types of equipment to be utilized. In secondary schools and training colleges, they advise the Ministry on policy matters affecting the teaching and organization of physical education. Physical education teachers in institutions do not normally participate.*	*1967 - YES, the Ministry of Education physical education organizers again advise on or regulate educational policies, procedures, and practices, in so far as these affect the teaching and organization of physical education and games in institutions. Physical education teachers may submit views for the consideration of the Ministry of Education.*
GREECE	*1967 - YES, but not to a great extent. A counselor and a deputy counselor of physical education are active members of the Pedagogical Institute, which is the supreme educational board for planning and developing in the Ministry of Education.*	*1967 - YES, they belong to the Federation of the Secondary School Teachers, which has considerable influence in the Ministry of Education.*
	1963 - YES, a representative of the field of physical education is in the Supreme Educational Board.	1963 - YES, together with other educators, they belong to the Educational Teachers Federation.
GUATEMALA	*1967 - YES, they are represented by the physical education and health director, who participates actively in the elaboration of general plans and specific programs. There is no representative for physical in the Technical Council of National Education.*	*1967 - YES, the Director of Physical Education represents the professors of physical education at a national level. The body of supervisors of the Direction of Physical Education and Health meet once a year. Due to the lack of technicians and advisors of physical education, their goals are not fulfilled.*

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
GUYANA	*1967 - NO.*	*1967 - YES, the teachers assist in organizing sports at the inter-school, inter-district, and national levels.*
HAITI	*1967 - NO, all programs are prepared by the Central Bureau, i.e. the Commissariat general aux sports, which consists of inspectors of physical education and sports.* 1963 - YES, they participate when the physical education program is being prepared or changed.	*1967 - YES, in many private boys and girls schools, instructors employed by these institutions are responsible for the physical education courses.* 1963 - NO.
HUNGARY	*1967 - YES, but only partially depending on personal abilities.*	*1967 - YES, partially only in the development of sports programs.*
ICELAND	1963 - NO.	1963 - NO.
INDIA	*1967 - Very little, if at all.* 1963 - YES, there is very little such participation.	*1967 - NO.* 1963 - NO.
IRAQ	*1967 - NO.*	*1967 - YES, they participate on the Olympic Committee and in national leagues. Outstanding physical education teachers participate in the local and central physical education bodies, committees, sports clubs, and national sports federations.*
IRELAND	*1967 - YES, very little.*	*1967 - NO.*
ISRAEL	*1967 - NO.*	*1967 - NO.*
ITALY	*1967 - NO.*	*1967 - YES, there is a physical education teacher who acts as advisor to the district educational superintendent.*
JAPAN	*1967 - YES, they participate in committees or meetings for making general education policy, as do teachers of other subjects.* 1963 - Same as 1967.	*1967 - YES.* 1963 - YES.
JORDAN	*1967 - NO.*	*1967 - YES, in local and educational bodies.*
KENYA	*1967 - YES, very little. Many of them are on a two year contract from overseas.*	*1967 - YES, very little.*
KOREA	*1967 - YES, physical education teachers participate in both of them widely.*	*1967 - YES, chances are given to the physical education teachers to participate in the above organizations and the participation will become active.*

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
LIBERIA	*1967 - YES, physical education teachers are given the same status as other teachers in all activities of the educational program.* 1963 - YES, physical education is represented by the State Director in any educational policy matters.	*1967 - YES, they do when needed.* 1963 - YES, a physical education instructor is assigned to each secondary and elementary school faculty.
LIBYA	*1967 - YES, physical education teachers participate in drawing up programs.*	*1967 - YES, usually they are called upon to give advice and suggestions for out-of-school activities.*
LUXEMBOURG	*1967 - YES, every year, when the new program is prepared, they propose changes, etc., and explain the reasons behind their proposals. Through their professional association, they contact the appropriate government authorities or parliamentarians.* 1963 - Same as 1967.	*1967 - YES, a physical educator is a member of the Higher Council of National Education where he has been appointed on an individual basis by the National Ministry of Education.* 1963 - YES, they participate just like any other teacher.
MALAGASY REPUBLIC	*1967 - YES, during symposiums organized periodically by the Secretray of Cultural Affairs who is in charge of youth and sports.*	*1967 - YES, they cooperate with the head of the provincial section of youth and sports and carry out the instructions given them.*
MALAYSIA	*1967 - NO, sometimes on matters regarding physical education, one or two of the more experienced physical education specialists are invited to present their views.* 1963 - Same as 1967.	*1967 - NO.* 1963 - NO.
MAURITANIA	1963 - NO, some should be consulted.	1963 - YES, participation is entirely up to the teacher. They can be leaders, presidents, or secretaries of sports associations or federations.
MEXICO	*1967 - YES, they participate in the National Technical Council of Education through official and union channels.* 1963 - YES, there is only occasional participation.	*1967 - YES, in the Organizing Committee of the XIX Olympiad, in the Mexican Sports Federation, and in private sports clubs with the state governments.* 1963 - YES, occasionally they make recommendations.
MOROCCO	*1967 - In Morocco, there are very few physical education teachers. Only the 180 instructors of youth and sports assigned to the different provinces participate in the formulation of the programs to the extent that they are going to teach in primary school.* 1963 - NO, practically speaking, physical education teachers do not participate to any great extent in the formulation of general education policy.	*1967 - YES, in the context of their professional activities, the instructors are officials of youth and sports. Some are leaders or trainers in private clubs. Consequently, they play a rather leading part when they are qualified.* 1963 - NO, there are no such bodies in Morocco.

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
NETHERLANDS	*1967 - YES. they advise the Department of Education and Sciences.*	*1967 - YES, through councils and committees.*
NEW ZEALAND	*1967 - YES, they participate in the formualtion of physical education programs, not otherwise.* 1963 - Same as 1967.	*1967 - YES, they are the chief advisors on physical education and report to local and central bodies.* 1963 - Same as 1967.
NIGERIA - EASTERN	*1967 - YES, they participate in producing the syllabus for use in the primary and intermediate schools and for courses in Grade II Teachers' Colleges where these physical education teachers are trained. This is the same condition in respect to teachers in other disciplines.* 1963 - NO, participation is limited to policies regarding sports and games.	*1967 - YES, those who participate in such bodies are the administrators in education who are highly placed and representatives of voluntary agencies.* 1963 - YES, they advise on planning the program and practicing sports, physical education, and games. Most teachers work in the Sports Commission Office in Enugu.
NORWAY	*1967 - YES, physical education teachers are always members of committees appointed for educational purposes if physical education is involved.* 1963 - YES, they participate as members of different committees.	*1967 - YES, most teachers of physical education in Norway are also teachers of other subjects. Since some teachers are usually appointed to public policy making bodies, some member will as a rule be a teacher competent in physical education.* 1963 - YES, they participate to the same extent as other committee members.
PAKISTAN - EASTERN	*1967 - YES, physical education forms an integral part of general education and the Director of Physical Education and his physical education staff participate in the formulation of general education policy.*	*1967 - YES, physical educators are represented on the Board of Intermediate Education and the universities of the provinces and in the curriculum construction.*
PAKISTAN - WESTERN	*1967 - NO, except those teachers of physical education who teach in the teachers' training colleges meant for general education.*	*1967 - NO.*
PANAMA	1963 - YES, they participate in the formulation of programs. Sometimes they give guidance for extracurricular sports activities.	1963 - YES, they are members of sports clubs and associations.
PARAGUAY	*1967 - YES, the Ministry of Education and Culture has a Council for primary education and another for secondary education which regulates the educational facilities of the country; both councils include a representative of physical education.* 1963 - Same as 1967.	*1967 - YES, in the Ministry of Education there exists an Advisory Council for both primary and secondary schools that assesses and forms educational policies for the country; both councils have a physical education representative on them.*

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
PERU	*1967 - YES, physical education teachers participate in the formulation of general education policy through commissions appointed by the Ministry of Education. They determine the organizational and functional structures at the various levels of education (primary, secondary, vocational, normal) by appointing delegates or supervisors to ANPEF.* 1963 - Same as 1967.	*1967 - NO, the technical advisory procedure on the national staff is minimal; often, members are appointed empirically. Recently this situation is being remedied.* 1963 - Same as 1967.
PHILIPPINES	*1967 - YES, as far as physical education courses are concerned.* 1963 - NO, only in matters concerning athletics is there any participation.	*1967 - YES, very little if any.* 1963 - YES, there is participation only to a very limited extent.
POLAND	*1967 - Physical education teachers participate in formulation of general education policy and programs by pronouncing their opinions on the physical education problems.*	*1967 - YES, they participate in all bodies as the members of the councils and commissions to advise on educational problems.*
ROMANIA	*1967 - YES, the teachers of physical education are consulted when syllabi and education programs are worked out. Teachers always speak their mind in pedagogical sessions organized at local levels and the best of them are members of various commissions and methodical collectives organized at regional and central levels.*	*1967 - See entry at left.*
SENEGAL	*1967 - YES, the coordinating teacher asks his assistants to approve his program quarterly and annually.*	*1967 - NO.*
SOUTH AFRICA	*1967 - YES, by giving their views at conferences.* 1963 - NO.	*1967 - YES, participation is limited to physical education matters.* 1963 - Same as 1967.
SPAIN	1963 - NO, the teachers receive programs from the Ministry of Education; they may adapt, develop, or expand them.	1963 - NO, they participate fully in everything which concerns physical education.
SUDAN	*1967 - NO.*	*1967 - NO.*
SWEDEN	*1967 - YES, because they are members of the organization of teachers in Sweden and this organization takes part in the formulation of general education policy and programs.* 1963 - YES, participation is achieved through committees.	*1967 - YES, in all committees and commissions, physical education teachers are always represented.* 1963 - The Board of Education has a department of physical education with inspectors (men and women). The physical education teachers are used in the same way as other teachers.

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
SWITZERLAND	*1967 - YES, physical education teachers are members of the teachers' conference, enjoying equal rights and having the same influence on the general education policy as other teachers.* **1963 - Same as 1967.**	*1967 - YES, physical education teachers participate in limited number in all important educational bodies, councils, and committees.* **1963 - Same as 1967.**
SYRIA	*1967 - NO.*	*1967 - YES, in local sporting and scouting committees.*
THAILAND	*1967 - YES, but only in a very small way. A physical educator is responsible for general program on health and physical education in the elementary school teaching training department. There is not a similar position at the secondary level. Various members of the Department of Physical Education within the Ministry of Education are asked to serve on committees when needed.* **1963 - YES, they have a small role to play in presenting their ideas.**	*1967 - YES, a physical educator is assigned to each of the twelve General Education Development Centers in the country. These persons' authority and value are regulated by the interest of the General Education officers at the Center. Membership on the committee at the national level is listed to the left.* **1963 - YES, some of the more experienced teachers participate on committees.**
TRINIDAD & TOBAGO	*1967 - NO.*	*1967 - NO.*
TURKEY	*1967 - YES, just like the other teachers.* **1963 - YES, they participate within the limits of their own profession and speciality.**	*1967 - YES, the same as other teachers.* **1963 - YES, they participate within the limits of their own profession and speciality.**
UNITED ARAB REPUBLIC	*1967 - NO.* **1963 - NO.**	*1967 - NO.* **1963 - NO.**
UNITED STATES OF AMERICA	*1967 - It is not possible to generalize because of the differences among the fifty states and among the local school systems and institutions of higher education. In some places physical education teachers are deeply involved. In others, they are called upon only for planning in their areas of specialization.* **1963 - YES. Participation exists to a high degree. It is contingent upon the understanding and leadership ability of the individual.**	*1967 - The degree of participation varies from continual involvement to occasional service. At present, the educational trend is toward the inclusion of all teaching personnel in the development of policies and procedures.* **1963 - YES. Physical education people are almost always involved in such action. They serve on committees and central bodies, to advise on policy, as do representatives of other subject matter areas.**
UPPER VOLTA	*1967 - YES, during seminars.*	*1967 - NO, not yet.*
URUGUAY	*1967 - YES, through the National Commission of Physical Education.*	*1967 - NO.*
VENEZUELA	*1967 - YES, they collaborate and plan and produce EDUPLAN, which is of an experimental character.*	*1967 - YES, they participate through EDUPLAN that progressively draws up the physical education plans and programs.*

INFLUENCE OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PARTICIPATE IN FORMULATION OF GENERAL EDUCATION POLICY AND PROGRAMS	PARTICIPATE IN LOCAL AND CENTRAL GROUPS TO ADVISE ON OR REGULATE EDUCATION POLICY
VIET NAM	*1967 - YES.* 1963 - NO.	*1967 - YES.* 1963 - NO.
YUGOSLAVIA	*1967 - YES.* 1963 - YES.	*1967 - YES.* 1963 - YES.
ZAMBIA	*1967 - Although the physical education teacher may be enthusiastic and willing to give advise where necessary, he is not given the opportunity.*	*1967 - NO.*

PARTICIPATION IN INTERNATIONAL BODIES

COUNTRY	PHYSICAL EDUCATION TEACHERS PARTICIPATE IN INTERNATIONAL BODIES
AFGHANISTAN	1963 - YES, we participate in the ICHPER.
ARGENTINA	1963 - YES, participation is accomplished through the Director. Recently, cooperation with the ICHPER began. We have cooperative links with other bodies as circumstances require.
AUSTRIA	*1967 - YES, to a great extent.* 1963 - YES, there is very extensive participation by physical education teachers.
BELGIUM	*1967 - YES, there is some participation, but not as physical education teachers.* 1963 - Same as 1967.
BOLIVIA	1963 - YES, participation is on a small scale.
BRAZIL	*1967 -YES, some physical education teachers, specializing in sports, are members of international organizations. The Brazilian Olympic Committee always has physical education teachers among its members.* 1963 - Same as 1967.
BURMA	1963 - NO.
CAMBODIA	1963 - NO.
CANADA	*1967 - YES, in an increasing number. Teachers are returning to amateur sports governing bodies. The Federal Government External Aid Divisions recruit many teachers for international service.*
CHILE	*1967 - YES, as coaches and trainers.*
CHINA	*1967 - YES, most international bodies are related to our physical education professional people.* 1963 - NO.
COLOMBIA	*1967 - YES, a few teachers are members of South American organizations in connection with championships or tournaments in certain sports.* 1963 - Same as 1967.
CONGO - BRAZZAVILLE	*1967 - YES, a great number of teachers hold key positions in the federations. Included in these positions are vice president, secretary general-treasurer, and national coach.*
CONGO - KINSHASA	1963 - NO, our country being a young Republic, no teacher is as yet a member of an international body. But we hope that our time will come.
COSTA RICA	*1967 - NO, the presidents of various sports federations are members of international sports organizations and the like, but not the physical education teachers.*
CYPRUS - GREEK	*1967 - NO.* 1963 - NO.
CYPRUS - TURKISH	1963 - NO.
CZECHOSLOVAKIA	*1967 - YES, they may take part in international symposiums and conferences through the Ministry of Education or through the Scientific Council of CSTV.*
DAHOMEY	*1967 - YES, teachers have participated in ICHPER congresses.*

PARTICIPATION IN INTERNATIONAL BODIES

COUNTRY	PHYSICAL EDUCATION TEACHERS PARTICIPATE IN INTERNATIONAL BODIES
DENMARK	*1967 - YES.* **1963 - YES, they participate just as other teachers.**
DOMINICAN REPUBLIC	*1967 - NO, they do not participate.* **1963 - YES, some physical education teachers participate only in the National Olympic Committee as presidents of sports federations.**
ECUADOR	*1967 - YES, often physical education teachers are appointed to national sports committees and sometimes participate in the National Olympic Committee. Some teachers are members of international organizations for physical education.* **1963 - Same as 1967.**
EL SALVADOR	*1967 - YES, they attend international congresses, Central American Congress, and Caribe Congress. They also participate in the International Olympic Committee and act as delegates, representatives, coaches, etc. to International Sports Organizations.*
ENGLAND	*1967 - YES, they participate as interested individuals. Teachers' organizations are not officially represented on the International Olympic Committee, etc.* **1963 - YES, a few people are active in the ICHPER. Men participate in International Olympic Committees. Both men and women participate, to a considerable extent, in international sports organizations.**
FINLAND	*1967 - YES, however this is left up to the individual.* **1963 - YES, some do participate.**
FRANCE	*1967 - YES, they participate on an individual basis.* **1963 - YES, they participate in a private capacity, because of their personal knowledge or connections. Similarly, they can be members of sport federations.**
GAMBIA	*1967 - RARELY, and then on a personal basis.*
GERMANY	*1967 - YES, sometimes as individuals and sometimes as delegates of their own physical education teacher bodies.* **1963 - Same as 1967.**
GHANA	*1967 - NO, such privileges have so far not been extended to Ghanaian physical education teachers. However, the Senior Physical Education Organizer of the Ministry of Education is a member of the Executive Committee of the ICHPER. Also the Director of Sports, a non-specialist, represents the country on the International Olympic Committee and on International Sports Organizations for soccer and boxing.*
GREECE	*1967 - YES, to a minor extent.* **1963 - YES.**
GUATEMALA	*1967 - YES, however, only on an individual basis, i.e. Olympic committees and sports federations.*
GUYANA	*1967 - NO.*
HAITI	*1967 - NO.* **1963 - YES, very few are members of international bodies.**
HUNGARY	*1967 - YES, occasionally.*
ICELAND	**1963 - NO.**
INDIA	*1967 - YES, some do, but very few.* **1963 - Same as 1967.**

PARTICIPATION IN INTERNATIONAL BODIES

COUNTRY	PHYSICAL EDUCATION TEACHERS PARTICIPATE IN INTERNATIONAL BODIES
IRAQ	*1967 - YES, they participate in the ICHPER, International Olympic Committee, and other international sports organizations and youth movements.*
IRELAND	*1967 - YES, they participate as members of the Physical Education Association of Great Britain and Northern Ireland.*
ISRAEL	*1967 - YES, on an individual basis.*
ITALY	*1967 - YES, as members of the Olympic Committee and sports organizations.*
JAPAN	*1967 - YES, they do participate, but not too many because of language difficulties.* 1963 - Same as 1967.
JORDAN	*1967 - NO.*
KENYA	*1967 - YES, they participate through the Ministry of Education.*
KOREA	*1967 - YES, they participate on a large scale.*
LIBERIA	*1967 - YES, physical education teachers participate in all international bodies if they are called upon.* 1963 - YES, the Liberian Society for Physical Education is a member of the ICHPER.
LIBYA	*1967 - YES, they participate as local Olympic Committee organizers and trainers.*
LUXEMBOURG	*1967 - YES, they submit proposals or comments or are appointed as members to one of the ad hoc international committees.* 1963 - YES, the Physical Education Teachers Association is a member of the International Federation for Physical Education (FIEP).
MALAGASY REPUBLIC	*1967 - YES, during symposiums organized periodically by the Secretary of Cultural Affairs in charge of Youth and Sports.*
MALAYSIA	*1967 - YES, through individual memberships or through the Physical Education Association of Malaysia there is some participation.* 1963 - Same as 1967.
MAURITANIA	1963 - NO, as yet, there is no such participation.
MEXICO	*1967 - NO, in this respect physical education teachers are limited due to financial reasons.* 1963 - YES, teachers participate only as individuals; e.g. in the Olympics, as members of the delegation.
MOROCCO	*1967 - Membership in international bodies is reserved for associations and not for individuals. Thus, national federations are affiliated with the respective international federations. However, some well-known persons of the Moroccan sports world are honorary members of certain international organizations.* 1963 - NO.
NETHERLANDS	*1967 - YES, they participate in the ICHPER and as members of boards of sports organizations and trainers of top athletic teams.*
NEW ZEALAND	*1967 - YES, to a limited extent, there is participation. Isolation and distance from centers make correspondence about the only contact.* 1963 - Same as 1967.

PARTICIPATION IN INTERNATIONAL BODIES

COUNTRY	PHYSICAL EDUCATION TEACHERS PARTICIPATE IN INTERNATIONAL BODIES
NIGERIA - EASTERN	*1967 - NO, Nigerian physical education teachers have not been represented in the international bodies mentioned. The personnel of the Sports Councils are not necessarily physical educators and they usually nominate themselves into these international committees.* 1963 - YES, occasionally a few have had the opportunity to attend international conferences on sports and games.
NORWAY	*1967 - There are no physical education teachers participating in the ICHPER and/or in the International Olympic Committee. A few women teachers are members of the International Association of Physical Education and Sports for Girls and Women. A Scandinavian organizations for women physical education teachers, "Nordiskforbund for Kvinnegymnastikk" (Nordic Association for Women's Gymnastics) has a great part of the women physical education teachers as members.* 1963 - YES, participation is not compulsory, but physical education teachers may be elected the same as other members of the committee.
PAKISTAN - EASTERN	*1967 - NO.*
PAKISTAN - WESTERN	*1967 - NO, except on an individual basis.*
PANAMA	1963 - NO, our country has never been represented in such bodies.
PARAGUAY	*1967 - YES, in 1966 Paraguay became of the International Olympic Committee.* 1963 - NO, Paraguay has participated only in the intercollege championships of South America, which take place every year in various South American countries. There is no participation in international councils or committees.
PERU	*1967 - NO, a branch of the ICHPER does not exist. The Peruvian Olympic Committee does not include any representatives of national physical education.* 1963 - NO, there is no branch of the ICHPER and the Olympic Committee has not included a member of physical education for the last six years; the same is true of the National Committee on Sports.
PHILIPPINES	*1967 - YES, not very many.* 1963 - YES, only the leaders participate. Due to financial difficulty, not very many can participate.
POLAND	*1967 - YES, they participate mostly as the representatives of our authorities.*
ROMANIA	*1967 - YES.*
SENEGAL	*1967 - YES, they participate in sports federations.*
SOUTH AFRICA	*1967 - YES, there is participation, but not to a very large extent. It is mainly restricted to college or university and administrative persons.* 1963 - Same as 1967.
SPAIN	1963 - YES, only a few participate, although all are entirely free to do so.
SUDAN	*1967 - YES.*
SWEDEN	*1967 - YES, physical education teachers very often take part in international bodies and in international sports organizations.* 1963 - YES, there is very great participation. Many Swedish physical education teachers are the Swedish representatives in the international sports federations (FIEP and ICHPER).
SWITZERLAND	*1967 - YES, they are represented in the most important international bodies.* 1963 - YES, participation is limited to a few.

PARTICIPATION IN INTERNATIONAL BODIES

COUNTRY	PHYSICAL EDUCATION TEACHERS PARTICIPATE IN INTERNATIONAL BODIES
SYRIA	*1967 - YES, they participate in international sports organizations.*
THAILAND	*1967 - YES. The contribution of the individual is based upon professional competency. Many teachers belong to sports organizations. The department was host to the recent 4th Physical Education Congress for Asian countries. Some teachers will be serving in the 1968 Olympic Committees.* 1963 - NO. The Director-General of Physical Education Department occasionally participates, but teachers have no opportunity.
TRINIDAD & TOBAGO	*1967 - NO.*
TURKEY	*1967 - YES, if they want to.* 1963 - YES, they participate mainly as members, but there are no limitations on participation.
UNITED ARAB REPUBLIC	*1967 - YES, however, very few.* 1963 - YES, there is some participation in international groups.
UNITED STATES OF AMERICA	*1967 - YES, in general teachers participate when they are selected by their agencies or organizations to take part in international bodies.* 1963 - Physical education teachers participate actively in international physical education and sports organizations. Many are members of ICHPER. Physical educators are represented on both national and international Olympic bodies. Membership in related international groups is strongest at the university level.
UPPER VOLTA	*1967 - NO, however, they would like to participate.*
URUGUAY	*1967 - YES, some are members of the ICHPER.*
VENEZUELA	*1967 - NO.*
VIET NAM	*1967 - YES.* 1963 - NO.
YUGOSLAVIA	*1967 - YES, physical educators are members of such bodies as the International Olympic Committee, international sports organizations; some are elected as committee members.* 1963 - Same as 1967.
ZAMBIA	*1967 - YES, teachers have participated in ICHPER congresses.*

ECONOMIC STATUS OF PHYSICAL EDUCATION TEACHERS

Most respondents supplied the information on average annual salaries for physical education teachers in terms of their own money. For comparison, an attempt was made to convert all figures into United States dollars (U.S. $). (See pages 29-37.)

Pages 38-45 include country by country descriptions of the establishment of and the range in minimum and maximum salaries, and the methods followed for providing salary increases. Detailed responses concerning differentials in salaries and allowances other than salary appear on pages 46-55.

The responses to the question regarding differences in salary among certain groups of physical education teachers indicate the following:

1. In 48 of the responding countries, urban and rural teachers are paid the same salary. In six countries, urban teachers receive higher salaries, and in three countries, urban salaries are lower. One country reported that the salaries vary according to the location and the financial capability.

2. In 47 of the responding countries, men and women teachers are paid at the same rate. In five countries, women are paid less money; and in one country the salaries vary according to geographical location.

3. In 37 of the responding countries, the salary rate for both married and unmarried teachers is the same; in 21 of the countries, family allowances are granted to married teachers; and in two countries, the salary varies according to geographical location. The allowances other than salary most frequently listed were: holiday leave, sick leave, health insurance, sabbatical leave, and old-age pension.

The salaries of physical education teachers are compared with the salaries of other professional people, and with the per capita income in the table beginning on page 56. The reported data indicate that the salary of physical education teachers compares favorably with that of other teachers. In some cases, physical education teachers receive either higher or lower salaries than those of other teachers, especially at the secondary and university or college levels.

It appears that in most countries salaries of professional people such as lawyers, doctors, and engineers are higher than those of physical education teachers. However, when members of such professions are employed by the government, their salaries are more in line with those of physical education teachers.

According to the country by country information supplied, the majority of the responses indicated that salaries of physical education teachers are above the per capita incomes. However, differences existed in that several exceeded the average by 100 percent or were below the average by nearly 50 percent.

AVERAGE ANNUAL SALARIES FOR PHYSICAL EDUCATION TEACHERS

COUNTRY	PRIMARY SCHOOL	INTERMEDIATE SCHOOL	SECONDARY SCHOOL
AFGHANISTAN			
1963	Figures not available.		
ARGENTINA			
1963	Basic salary: 13,800 pesos (U.S. $102) Service allowance: 11,040 pesos (U.S. $82) Teaching allowance: 1,610 pesos (U.S. $12) 26,450 pesos (U.S. $196)		
AUSTRALIA			
1967	*Salaries would be way above the basic wage, but vary considerably from state to state and according to seniority.*		*Secondary school teachers' salaries are above those of the primary teachers very often the difference is not as great as may be expected.*
AUSTRIA			
1967	*ö.S. 56,000* *(U.S. $2,062)* *20th yr. of teaching*	*ö.S. 68,000* *(U.S. $2,625)* *20th year of teaching*	*ö.S. 86,000* *(U.S. $3,320)* *20th year of teaching*
1963	c.a. ö.S. 40,000 (U.S. $1,560)	c.a. ö.S. 50,000 (U.S. $1,950)	c.a. ö.S. 56,000 (U.S. $2,184)
BELGIUM			
1967	*Average annual salary - c.a. 60,000 francs (U.S. $1,200)*		
1963	± 75,000 B.F. (U.S. $1,500)	± 90,000 B.F. (U.S. $1,800)	± 110,000 B.F. (U.S. $2,200)
BOLIVIA			
1963	For primary and secondary teachers, about U.S. $42 per week.		
BRAZIL			
1963	Vary, depending on the states.	Vary between U.S. $70 and $90.	Vary between U.S. $70 and $90.
CAMBODIA			
1963	Beginning salary: 30,000 riels (U.S. $760)		
CHILE			
1967	*E°322 (U.S. $99.80) monthly base pay*		*E°555.48 (U.S. 172.10) monthly base pay*
CHINA			
1967	*NT $27,000 (U.S. $680)*	*NT $34,000 (U.S. $850)*	*NT $40,800 (U.S. $1,020)*
1963	NT $9,600 (U.S. $158)	NT $9,600 (U.S. $158)	NT $10,800 (U.S. $178)

AVERAGE ANNUAL SALARY FOR PHYSICAL EDUCATION TEACHERS

COUNTRY	PRIMARY SCHOOL	INTERMEDIATE SCHOOL	SECONDARY SCHOOL
COLOMBIA			
1967		*1st Cat. - 2,820 (U.S. $1,692)* *2nd Cat. - 2,620 (U.S. $1,572)* *3rd Cat. - 2,320 (U.S. $1,392)* *4th Cat. - 1,900 (U.S. $1,140)*	
1963	$850	$850	In 1962: Beginning -$600; 1st grade - $1,500; 2nd grade - $1,200; 3rd grade $1,000; 4th grade - $800
CONGO -BRAZZAVILLE			
1967	*Varies between 19.000 and 60.000 depending on position*		
CONGO - KINSHASA			
1963	Teachers who graduated before independence, with a certificate delivered by a Central Board, receive about 202,800 francs ($3,100) per year. Graduates after June 30, 1960, have same salary as teacher with post-primary education, 78,000 francs ($1,200) per year. The same teachers teach at all three levels.		
CYPRUS - GREEK			
1967	*£60 (U.S. $168) per month*	*£60 (U.S. $168) per month*	*£70 (U.S. $196) per month*
	The above figures depend on the number of years of service; those given are for approximately 17 years of service.		
1963	Approximately $2,550		Approximately $3,000
CYPRUS - TURKISH			
1963		Approximately $112 monthly	Approximately $155 monthly
CZECHOSLOVAKIA			
1967	*17,148 kcs (U.S. $2,400)*	*19,644 kcs (U.S.$2,750)*	*24,216 kcs (U.S. $3,390)*
DAHOMEY			
1967	*305.820 (U.S. $1,239)*	*364.200 (U.S. $1,475)*	
DENMARK			
1967		*Same as other teachers*	
1963		Same as other teachers	
DOMINICAN REPUBLIC			
1967	*1.920 (U.S.$1,920)*	*1,920 (U.S.$1,920)*	*$2.400 (U.S.$2,400)*
1963	$1,260	$1,600	$1,800

AVERAGE ANNUAL SALARY FOR PHYSICAL EDUCATION TEACHERS

COUNTRY	PRIMARY SCHOOL	INTERMEDIATE SCHOOL	SECONDARY SCHOOL
ECUADOR			
1967		*The basic salary has gone up S/1,000 (U.S. $55)*	
1963	S/1,300 (U.S.$59) classroom teacher	S/1,300 (U.S.$59) classroom teacher	S/1,535 (U.S.$70) physical education teacher
EL SALVADOR			
1967	*1st class - 6,000 col. (U.S. $2,400)* *2nd class - 3,600 col. (U.S. $1,440)* *3rd class - 2,400 col. (U.S. $960)*	*960 col. - 2 hours per week per classroom (U.S. $384)*	*1,200 col. - 2 hours per week per classroom (U.S. $480)*
ENGLAND			
1967	*900 (U.S. $2,520)*		*1,000 (U.S. $2,800)*
1963		Average salaries entirely dependent on years of service, amount of training, and whether or not special responsibilities allowance is added to minimum scale. Range for teachers is about 570 pounds sterling ($1,600) to 1,200 pounds sterling ($3,400).	
FINLAND			
1967	*Fmk 10,070 - 10,600 (U.S. $3,135 - $3,315)*	*Fmk 11,150 - 11,720 (U.S. $3,485 - $3,665)*	*Fmk 11,150 - 11,720 (U.S. $3,485 - $3,665)*
		The salaries are somewhat higher in practices (even 50% more) when payment for extra weekly periods is added.	
1963	Fmk 7,872 ($2,500)	Fmk 8,292 ($2,600)	Fmk 9,840 ($3,000)
FRANCE			
1967	*Teacher 4th level, index 345 - 17 964, 96 Frs. (U.S. $3,593)* *Instructor 4th level, index 224 - 11 613, 84 Frs. (U.S. $2,323)* *Salary scale of Oct. 1966. Net salary and residence - social security.*		
1963	Calendar year 1962, July 1: gross index - 543; yearly salary - FF 14,861 ($3,000) (less deductions) Jan. 1, 1963: new index - 413; salary FF 15,818 ($3,250)		
GAMBIA			
1967	*£186 (U.S. $520)*	*£186 (U.S. $520)*	*£207-408 (U.S.$580-1,142)*
GERMANY			
1967	*12,768 DM (U.S.$3,192)*	*12,768 DM (U.S.$3,192)*	*16,104 DM (U.S.$4,026)*
	Minimum annual salary - married person with no children		
1963	12,342 DM ($3,100)	13,330 DM ($3,352)	15,213 DM ($3,826)
GHANA			
1967	*£400 (U.S. $1,120)*	*£400 (U.S. $1,120)*	*£600 (U.S. $1,680)*

AVERAGE ANNUAL SALARY FOR PHYSICAL EDUCATION TEACHERS

COUNTRY	PRIMARY SCHOOL	INTERMEDIATE SCHOOL	SECONDARY SCHOOL
GREECE			
1967	*Primary and intermediate - about $1,640 annual salary, no matter where and in what position the physical education teacher serves on his first appointment.*		*About $4,640 dollars yearly when and if he reaches the degree of general inspector of physical education. There are only six.*
1963	The salary of a physical education teacher, no matter where he teaches, is approximately $1,100 per year for a teacher in his first year of teaching. After 16 years of teaching, he will earn $1,800 per year.		
GUATEMALA			
1967	*$2,160 in course "A" with an increase of 20% every five years.*		
HAITI			
1967	*It varies between $480 and $780 per year.*		
1963	U.S. $600 per year	U.S. $600 per year	U.S. $600 per year
HUNGARY			
1967	*U.S. $119 per month*	*U.S. $144 per month*	*U.S. $161 per month*
ICELAND			
1963	1960 - 68,600 Krona ($1,600) up to 104,400 Krona ($2,450)		1960 - 72,600 Krona ($1,700 up to 108,400 Krona ($2,525)
INDIA			
1967	*Rs 1,000 (U.S. 210)*	*Rs 1,200 (U.S. $252)*	*Rs 1,800 (U.S. $378)*
1963	Rs 900 $190) per year	Rs 1,200 ($250) per year	Rs 1,800 ($380) per year
IRAQ			
1967	*ID 642.000 (U.S. $1,797.60)*	*ID 654.000 (U.S. $1,831.20)*	*ID 654.000 (U.S. $1,831.20)*
IRELAND			
1967		*£ 850 (U.S. $2,380)*	*£ 850 (U.S. $2,380)*
ISRAEL			
1967	*$250*	*$250*	*$250*
ITALY			
1967		*120,000 - 250,000 lire monthly (U.S. $192 - $400) monthly*	

AVERAGE ANNUAL SALARY FOR PHYSICAL EDUCATION TEACHERS

COUNTRY	PRIMARY SCHOOLS	INTERMEDIATE SCHOOLS	SECONDARY SCHOOLS
JAPAN			
1967	*U.S. $1,100 - 1,238*	*U.S. $1,100 - 1,238*	*U.S. $1,100 - 1,238*
1963	336,000 yen ($930)	360,000 yen ($995)	420,000 yen ($1,170)
JORDAN			
1967	*300 Jordan dinars (U.S. $840)*	*400 Jordan dinars (U.S. $1,120)*	*550 Jordan dinars (U.S. $1,540)*
KENYA			
1967	*All teachers come under one service. There are different grades of teachers according to their educational attainment.*		
KOREA			
1967	*$50 per month*	*$60 per month*	*$70 per month*
LIBERIA			
1967	*Approximately $1,500 per year.*		
LIBYA			
1967	*£L 52.500 per month (U.S. $147)*	*£L 65.000 per month (U.S. $182)*	*£L 100.000 per month (U.S. $280)*
LUXEMBOURG			
1967	*180 fr. per year (U.S.$3,200*	*240 fr. per year for teacher with 10 years of service (U.S.$4,800*	*240 fr. per year for teacher with 10 years of service (U.S.$4,800*
1963			Approximately B.F. 160,000 ($3,200)
MALAGASY REPUBLIC			
1967	*See section on "Minimum and Maximum Salaries"*		
MALAYSIA			
1967	*Between $4,000 - $7,000 depending on number of years of service*		*Between $4,800 - $8,500 depending on number of years of service*
1963		$1,600 - $2,900	
MAURITANIA			
1963			1,553,350 CFA ($6,375) (Professeur) 626,568 CFA ($2,575) (Maître)

AVERAGE ANNUAL SALARY FOR PHYSICAL EDUCATION TEACHERS

COUNTRY	PRIMARY SCHOOLS	INTERMEDIATE SCHOOLS	SECONDARY SCHOOLS
MEXICO			
1967	*$53,000.000 (U.S. $ 4,240)*	*$53,000.000 (U.S. $4,240)*	*$53,000.000 (U.S. $4,240)*
1963	$4,000		
MOROCCO			
1967		*Instructor: 4,800 DH (U.S. $ 960)* *Primary Teacher: 6,600 DH (U.S. $ 1,320)* *Secondary Teacher: 8,400 DH (U.S. $ 1,680)*	
1963	The following are minimum salaries:	5,655 dirhams ($1,125) (Moniteurs) 6,003 dirhams ($1,200) (Maitres) 8,201 dirhams ($1,650) (Professeurs)	
NETHERLANDS			
1967	*f 12,000 (U.S. $3,324)*	*f 16,000 (U.S. $4,432)*	*f 20,000 (U.S. $5,540)*
NEW ZEALAND			
1967	*$5,200*	*$5,200*	*$5,200*
1963	1,150 (U.S. $3,450)	1,150 (U.S. $3,450)	1,150 (U.S. $3,450)
NIGERIA - EASTERN			
1967		*£204 - 477 (U.S. $571 -1,335) Grade II - they teach all subjects*	*£467 - 894 - Grade I (U.S. $1,298 - 2,503)* *£621 - 822 - well qualified non-graduate with teachers diploma or training certificate (U.S. $1,739 - 2,302)* *£690 - 1,584 - university degree (U.S. $1,932 - 4,435)* *£762 - 1,584 - university degree and teaching diploma (U.S. $2,134 - 4,435)*
1963			£400 ($1,125) (if promoted to higher grade, the minimum is £720 per year ($2,030)
NORWAY			
1967		*N. kr.20,000 (U.S. $3,000) minimum* *N. kr.28,000 (U.S. $4,000) after 16 years of service*	

The above are the salaries for teachers with no additional teaching qualifications. With special exams in two more subjects, the salary may amount to approximately N. kr.40,000 (U.S. $5,500)

AVERAGE ANNUAL SALARY OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PRIMARY SCHOOLS	INTERMEDIATE SCHOOLS	SECONDARY SCHOOLS
PAKISTAN - EASTERN			
1967	*Rs. 960 (U.S. $230)*	*Rs. 3,456 (U.S. $829)*	*Rs. 3,456 (U.S. $829)*
PAKISTAN - WESTERN			
1967	*Rs. 1,800 (U.S. $432)*	*Rs. 1,800 (U.S. $432)*	*Rs. 3,300 (U.S. $792)*
PANAMA			
1963	B/.1.224.00 (U.S. $1,224)	B/.2.700.00 without biennial increment (U.S. $2,700)	B/.2.700.00 without biennial increment (U.S. $2,700)
PARAGUAY			
1967	*All levels - ₲s. 140.280 (U.S. $1,122)*		
1963	₲s. 4.250		₲s. 8.200
	This difference is because the primary school teacher works only in the morning (girls) or in the afternoon (boys).		
PERU			
1967	*S/5,400 per month* *(U.S. $2,400 per year)*	*S/6,750 per month* *(U.S. $3,000 per year)*	*S/6,750 per month* *(U.S. $3,000 per year)*
1963	S/39,240.00 (U.S. $1,500)		S/41,760.00 (U.S. $1,570)
PHILIPPINES			
1967	*₱2,400.00* *(U.S. $614)*	*₱3,000* *(U.S. $768)*	*₱3,000* *(U.S. $768)*
1963	₱150 per month (U.S. $40)	₱150 per month (U.S. $40)	₱180 per month (U.S. $47)
POLAND			
1967	*21,360 zb (U.S. $897)*		
ROMANIA			
1967	*In the 1965-66 school year, a teacher of physical education with a full norm can get yearly an annual salary between 14,000 - 26,000 lei (U.S. $2,240 - 4,160) according to his study diploma, length of time served in education and teaching degree.*		
SENEGAL			
1967	*45.000 fr. per month* *(U.S. $182)*	*35.000 fr. per month* *(U.S. $142)*	*45,000 fr. per month* *(U.S. $182)* *for instructors* *90,000 fr. per month* *(U.S. $372)* *for teachers*

AVERAGE ANNUAL SALARY OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PRIMARY SCHOOLS	INTERMEDIATE SCHOOLS	SECONDARY SCHOOLS
SOUTH AFRICA			
1967	*Depends on qualifications. For example, the starting salary for a person with 4 years of training is approximately R 2,000 (U.S. $2,800)*		
1963 R = rand 2R = $2.80	All teachers are on same basis, depending on years of study after leaving school. Men / Women Two years training -- R1,308 X 102 / R1,140 X 60 1,920 X 120 / 1,440 X 84 2,280 X 120 / 2,280 X 120 Six years training -- R3,840 ($5,390) / R3,840 ($5,390)		
SPAIN			
1963		43,772.7- pesetas (U.S. $735)	43,772.72 pesetas (U.S. $735)
SUDAN			
1967	*£180 (U.S. $507)*	*£290 (U.S. $832)*	*£540 (U.S. $1,549)*
SWEDEN			
1967	*32,800 kr - 38,300 kr. (U.S. $6,340 - 7,403)*	*32,800 kr. - 38,300 kr. (U.S. $6,340 - 7,403)*	*32,800 kr. - 38,300 kr. (U.S. $6,340 - 7,403)*
1963	21,000 - 24,000 kr. (U.S. $4,500 -4,635)	21,000 - 24,000 kr. (U.S. $4,500 - 4,635)	24,000 - 27,000 kr. (U.S. $4,635 - 5,250)
	(Beginning July, 1963, the primary and intermediate teachers will receive same as secondary school teachers.)		
SWITZERLAND			
1967	*14'000 - 22'000 sFr. (U.S. $3,248 - 5,104)*	*14'000 - 22'000 sFr. (U.S. $3,248 - 5,104)*	*19'000 - 27'000 sFr. (U.S. $4,408 - 6,264)*
1963	12'000 to 20'000 Fr. ($2,800 - $4,635)	12'000 to 20'000 Fr. ($2,800 - $4,635)	17'000 to 24'000 Fr. in towns ($3,950 - $5,560)
SYRIA			
1967	*2,500 SP (U.S. $ 657)*	*3,000 SP (U.S. $789)*	*4,800 SP (U.S. $ 1,262)*
THAILAND			
1967	*925 bahts per month (U.S. $44.40)*	*925 bahts per month (U.S. $44.40)*	*1,725 bahts per month (U.S. $82.80)*
	The salary schedule ranges from 650 bahts (U.S. $32.50) to 2,650 bahts (U.S. $132.50) per month.		
1963	600 bahts ($30)	600 bahts ($30)	750 bahts ($38)

AVERAGE ANNUAL SALARY OF PHYSICAL EDUCATION TEACHERS

COUNTRY	PRIMARY SCHOOLS	INTERMEDIATE SCHOOLS	SECONDARY SCHOOLS
TRINIDAD & TOBAGO			
1967			*$3,960*
TURKEY			
1963			$900
UNITED ARAB REPUBLIC			
1967	*£E 200* *(U.S. $462)*	*£E 250* *(U.S. $500)*	*£E 300* *(U.S. $600)*
1963	£E 180 - 250 ($420 - 580)	£E 180 - 300 ($420 - 700)	£E 180 - 350 ($420 - 800)
UNITED STATES OF AMERICA			
1967	*$6,279*		*$6,761*
1963	$5,090	$5,090	$5,484
UPPER VOLTA			
1967	*300,000 CFA* *(U.S. $1,200)*	*480,000 CFA* *(U.S. $1,500)*	
URUGUAY			
1967		*U.S. $1,120*	
VENEZUELA			
1967	*21,888 Bs.* *(U.S. $4,815)*	*24,000 Bs.* *(U.S. $5,280)*	*24,000 Bs.* *(U.S. $5,280)*
VIET NAM			
1967	*56,925 $VN* *(U.S. $945)*	*56,925 $VN* *(U.S. $945)*	*56,925 $VN* *(U.S. $945)*
1963	56,925 $VN (U.S. $785)	56,925 $VN (U.S. $785)	56,925 $VN (U.S. $785)
YUGOSLAVIA			
1967	*70,000 - up* *(U.S. $5,600)*	*80,000 - up* *(U.S. $6,400)*	*94,000 - up* *(U.S. $7,520)*
1963	25,000 dinars	28,000 - 30,000 dinars	35,000 - 40,000 dinars
ZAMBIA			
1967			*£40 - £50 per month* *(U.S. $112 - 140)*

MINIMUM AND MAXIMUM SALARIES FOR PHYSICAL EDUCATION TEACHERS

AFGHANISTAN

1963 - Salaries are set for all teachers by the government and are based on 13 service levels. Minimum is 673 afghanis ($16.15) per month, maximum is 3,727 afghanis ($89.45) per month. Additional allowances are made for professional qualifications: 100 afghanis ($2.40) for baccalaureate diploma (graduation from 12th grade), 200 afghanis ($4.80) for university degree, 300 afghanis ($7.20) for master's degree, and 400 afghanis ($9.60) for doctorate. Physical education teachers are paid for overtime, by the hour at 1/1,000 of the monthly salary.

ARGENTINA

1963 - Salary is commensurate with the number of hours taught. Maximum salary corresponds to 30 hours (full-time).

Basis salary:	13,800 pesos	($102)
Service allowance:	11,040 pesos	($81.70)
Teaching allowance:	1,610 pesos	($12)
	26,450 pesos	($195)

AUSTRALIA

1967 - The salaries of physical education teachers in state schools are determined by "State Awards". This goes for all registered teachers. Variations in salaries are found only in private and church schools where there are direct teacher-school agreements.

AUSTRIA

1967 - There are minimum and maximum incomes, but they are exclusively dependent upon the number of years of service. Lowest income is at the beginning of the career; there are raises in 2-year-intervals up to 36 years of teaching; then raises in 4-year-intervals.

1963 - Same as 1967.

BELGIUM

1967 - The salary scale is established by the government at all levels. The teacher receives an increase every 2 years. His merit is not taken into account.

Primary School	*$2,200-4,100/yr.; increase of $120 every 2 years*
Intermediate School	*$2,700-5,000/yr.; increase of $120 every 2 years, $160 at end of his career*
Secondary School	*$3,600-6,700/yr.; increase of $180 every 2 years, $210 at end of his career*

From these salaries have to be deducted taxes and social security (pension, widows, medical insurance); about 15% for the salaries below $4,000 and 25% for others.

1963 - There are minimum and maximum salaries. Primary school - salary of a primary school teacher; intermediate school - salary of a regent; secondary school - salary of a M.A. or Ph.D.

BOLIVIA

1963 - In the cities, salaries are the same for all teachers. Beginning salary in category 5 is Bolivian $151 ($13). Each promotion to a higher grade, possible every 5 years, corresponds to an increase of about U.S. $5-10. Salaries are about the same for teachers in primary and secondary schools. With his various allowances, a primary school teacher may earn about $42.

BRAZIL

1967 - The salary varies according to the cost of living. In government schools it is $80-120 per month and in private schools it is $60-90 per month. The salary increases according to the number of years of practice and it can reach a maximum of 30 years of practice. There is a great variation according to the states which form the nation of Brazil. Salaries are lower in the northern and northeastern states of the country.

1963 - Salaries vary considerably because of inflation. They are higher in public schools ($80-120 per month) than in private schools ($60-90 per month). Salaries increase with the years of service, reaching a maximum after 25 years (for civil servants). There are many variations, depending on the states; the salaries are lower in the north and northeast part of the country.

CAMBODIA

1963 - Beginning salary established by law at 30,000 riels $858.00).

CANADA

1967 - Salary varies from one province to another and from region to region.

MINIMUM AND MAXIMUM SALARIES FOR PHYSICAL EDUCATION TEACHERS

CHILE	*1967 - There is a basic salary. Raises are given for every 3 years of service. In the future, increases will be determined by the actual years of study.*
CHINA	*1967 - The salary of all teachers is standardized in all schools. The teacher's salary increases each year until the maximum is reached. Increases are determined by the government.* 1963 - Same as 1967.
COLOMBIA	*1967 - For both primary and secondary schools, there is a schedule with four grades according to degrees and years of service. (See Average Annual Salary).* 1963 - Same as 1967.
CONGO - BRAZZAVILLE	*1967 - Salaries are determined by the Civil Service Administration.*
CONGO - KINSHASA	1963 - All education levels have same promotion rights, after three successive years with "good" marks, Yearly salary increase, if teacher has "good" grades, "very good," or "excellent," respectively of 2%, 3%, and 3.1%.
COSTA RICA	*1967 - Minimum and maximum salaries are set by the Ministry of Education and are figured by the number of classes taught and educational background. Increases are also given after a certain time in grade.*
CYPRUS - GREEK	*1967 - There is a minimum and maximum for all types of schools. The government establishes the salaries. Annual increments are given until one reaches the top of the scale.* 1963 - There is a maximum and minimum scale. The annual increments approximate $65.00.
CYPRUS - TURKISH	1963 - Salary scale for elementary teachers: 330 X 15 - 426 X 18 - 618 Male 300 X 12 - 372 X 15 - 537 Female Salary scale for secondary school physical education teachers: 542 X 18 - 722 Male 464 X 18 - 608 Female
CZECHOSLOVAKIA	*1967 - There is a minimum and maximum salary scale. The Ministry of Education establishes the salaries. These are determined by qualifications. Shortly there will be changes in this as all teachers have university qualifications since 1945. Salaries are raised every 5 years.*
DAHOMEY	*1967 - The physical education teachers at the primary, intermediate, and secondary levels receive the same treatment as other teachers. The salary rates are fixed by public regulations. The salary increases depend on the qualifications and background of the teacher or professor; this is to say that advancement in grade is also taken into account.*
DENMARK	*1967 - The same as for other teachers.*
DOMINICAN REPUBLIC	*1967 - Salaries are fixed at all levels with the exception of the 'Bachillerato.* 1963 - Primary school teachers - $150. Secondary school teachers - $200.
ECUADOR	*1967 - The titled professors in the Central University, leave at the 6th rank, with the minimum salary of S/1,610 (U.S. $88.55) and generally they go to work in secondary schools where they have 30% more than functional, reaching S/2,095 (U.S. $115.23). Some that occupy positions of provincial supervisors have 40% functional and S/100 (U.S. $5.50), or reaching S/2,355 (U.S. $129.53) minimum. A professor of the 10th rank with 60% functional reaches S/3,770 (U.S. $207.35).* 1963 - The law establishes as a minimum S/800 ($36) per month. The physical education teacher begins in grade 4, with a basic salary of S/1,070 ($48). Since he generally works in secondary schools, he gets also a 30% differential, which brings his salary to S/1,390 ($62) per month. Every four years, he is eligible for promotion, which can also be done on merits. A professor in grade 10, with a 60% differential (national inspector of physical education) makes S/3,040 ($137) per month.

MINIMUM AND MAXIMUM SALARIES FOR PHYSICAL EDUCATION TEACHERS

EL SALVADOR

1967 - The Ministry of Economy fixes the salaries through the Ministry of Education. Physical education teacher - first class - 500.00 colones (U.S. $200), second class - 300.00 colones (U.S. $120), third class - 200.00 colones (U.S. $80). Minimum salary for physical education teachers is 200.00 colones (U.S. $80)

ENGLAND

1967 - The Burnham Committee composed of two panels and an independent chairman (one panel teachers and one panel local education authorities) establish the salaries. Yearly increments are given to the basic salary for 16 years. Special allowances for responsibility and head of department posts also exist.

1963 - Burnham teacher salary scale: minimum 600 pounds sterling ($1,619) rising by regular increments to 1,200 pounds sterling ($3,237) (3-year training): 570 pounds sterling ($1,597 rising by regular increments to 1,170 pounds sterling ($3,279) 2-year training).

Pelham training colleges scale: lecturers - 1,170 - 1,650 pounds sterling ($3,279 - $4,624); senior lecturers - $1,650 - 1,910 pounds sterling ($,624 - $5,352); principal lecturer 1,910 - 2,150 pounds sterling ($5,352 - $6,020).

FINLAND

1967 - There are minimum salaries in each category, a basic salary paid for a fixed number of weekly teaching periods. Besides this, a teacher can have extra weekly periods and receive extra payment for that according to the number of extra periods. The salaries are set by the government. After 3, 6, 9, 12, and 15 years of work as permanent, formally competent teachers, the basic salary is increased each time with 1 step in the set salary scale. Furthermore, after 5 respectively 10 years of teaching in secondary school, the teacher receives an extra raise in the salary scale.

1963 - Just as do other teachers, physical education teachers receive 5% increase at the 3rd, 6th, 9th, and 12th year; in high school, after 10 years, 5%.

FRANCE

1967 - There is a basic salary scale. Promotions are given after evaluation and on merit; seniority - 4 years; first selection - 3 years; and second selection - 2 1/2 years.

1963 - Same as 1967.

GAMBIA

1967 - The government establishes salaries. There are set increases.

GERMANY

1967 - There are minimum and maximum salary scales.

Primary schools: minimum 1,064 DM (U.S. $266) at the age of 25, increasing every 2 years until maximum 1,458 DM (U.S. $364.50) at the age of 65

Intermediate schools: minimum 1,064 DM (U.S. $266) at the age of 25, increasing every 2 years until maximum 1,485 DM (Y.S. $364.50) at the age of 65

Secondary schools: minimum 1,342 DM (U.S. $335.50) at the age of 25, increasing every 2 years until maximum 1,870 DM (U.S. $467.50) at the age of 65

These salaries are established by payment laws of the states.

1963 -

Primary schools: minimum about 850 DM ($214) increasing 35-37 DM every 2 years; maximum about 1,300 DM ($327)

Intermediate schools: minimum about 1,000 DM ($252) increasing 38 DM every 2 years; maximum 1,460 DM ($367)

Secondary schools: minimum 1,070 DM ($269) increasing 40 DM every 2 years maximum 1,555 DM ($391)

GHANA

1967 - Minimum and maximum salaries are established for all qualified and certified teachers by the Ghana government in consultation with the Ministry of Education. Fully qualified physical education teachers receive the same minimum and maximum salaries whether they teach at the primary, intermediate, secondary, or teacher training level. Annual increments are awarded on satisfactory reports on the work of each teacher.

MINIMUM AND MAXIMUM SALARIES FOR PHYSICAL EDUCATION TEACHERS

GREECE	*1967 - There are minimum and maximum salaries established by the state. Increments are given according to the grade of the teacher which improves every 3 years. Increments are also given according to the years of service; every 10 years and then every 5 years thereafter.* 1963 - Same as 1967.
GUATEMALA	*1967 - A law regulates the salary. The salary depends on the number of sessions taught (either 5 periods of 45 minutes each or two weekly periods of 40 minutes each). The law comes from the Ministry of Education. Every 5 years a teacher can ascend to an immediate level by means of a qualification for merits obtained in his work as a teacher.*
GUYANA	*1967 - Does not apply.*
HAITI	*1967 - The minimum is $40 and the maximum $65 per month. Salary increments are determined by the Commissariat aux Sports which submits its recommendation to the Ministry of National Education. Its recommendation is based on the competence of the teacher and on his seniority.* 1963 - Minimum and maximum salaries are applicable to the various grades of teacher, rather than to the schools where they teach. The 5th grade is paid the minimum salary, and the 1st grade the maximum. Promotion to a higher grade is according to rating and number of years of service.
HUNGARY	*1967 - There are minimum and maximum salaries according to the years of service. These are established by the government. An increase is determined by service time categories and qualifications.*
ICELAND	1963 - There are no minimum and maximum salary provisions.
INDIA	*1967 - Minimum and maximum salaries are established by the state education departments, the universities, and the university grants commission. The scale of the salaries is fixed according to qualifications with regular increments.* 1963 - Minimum and maximum salaries are fixed. Increment is on a graded system. With each year of completed service a teacher draws the next increment.
IRAQ	*1967 - Salaries and allowances in Iraq are based on a basic financial policy. The policy is based on the educational degrees obtained by all teachers other government officials as well. Teachers at the primary school, graduated from primary teachers training institute start as a minimum of ID 15 (U.S. $42.15) and maximum salary of ID 90 (U.S. $252.90). Intermediate and secondary school teachers, who are graduated from colleges or higher institute of physical education, 4 years of study after secondary school, usually get a minimum salary of ID 28 (U.S. $78.68) and a maximum salary of ID 90 (U.S. $252.90).*
IRELAND	*1967 - Specialist teachers are not employed at the primary school level. Intermediate and secondary schools are one school. Salaries are fixed by agreement between the State Department of Education and the school authorities organizations - the teachers organization. Increases are determined by length of service and distinction obtained in final examinations which includes a test in the Irish language.*
ISRAEL	*1967 - Minimum and maximum salaries are established by the Ministry of Education. Automatic increases every year (up to 21 years) as well as increases based on advancement in education.*
ITALY	*1967 - Salaries are established for all teachers by the central government. The teaching job must be won in a competition. After winning the job, the salary increases for any teacher are based on years of service. The maximum for physical education teachers is equal to the maximum for intermediate school teachers regardless of school.*

MINIMUM AND MAXIMUM SALARIES FOR PHYSICAL EDUCATION TEACHERS

JAPAN	*1967 - The government establishes the salary scale, and individual differences are few. The salaries range from about 18,000 - 80,000 yen per month (U.S. $49.68-$220.80 per month).* 1963 - Salary scale for all teachers is applicable to physical education teachers. Salary scales in 1961 are as follows: Elementary and junior high school - 10,000-56,000 yen ($28-$155) per month Senior high school - 12,800-57,900 yen ($35-$160) per month University professor - 38,000-90,000 ($105-$2[illegible] per month.
JORDAN	*1967 - No minimum and maximum salaries are established. The Ministry of Education establishes the salaries. Salaries are based on yearly reports.*
KOREA	*1967 - Municipal laws establish the salaries according to degrees and the length of service.*
LIBERIA	*1967 - Teachers are uniformly paid on qualifications.* 1963 - $90.00 per month (to start). $125.00 (after two years of efficient service).
LIBYA	*1967 - There is only a minimum salary.*
LUXEMBOURG	*1967 - Maximum salary is reached at the age of 47; the starting salary begins at 25 years. Many teachers are older at the time of their final appointment.* 1963 - Physical education teachers, pending implementation of the new schedule, belong to group Xa (94,000-148,000 francs, or $1,889.00-$2,975.00. Index 100, the present index being 130). This is gross yearly salary, with no allowance. Within each grade, the top salary is reached in 3 years.
MALAGASY REPUBLIC	*1967 - Equal basic salary for equal degree; but physical education teachers have a higher tax than instructors because they study longer. There is certification after 1 year of probation. There is an automatic promotion every 2 years. Instructor's starting basic salary is 22,000 FMG (U.S. $ 890). Approximate salary at end of career is 48,000 FMG (U.S. $1,902). Teacher's starting basic salary is 36,000 FMG (U.S. $1,458). Approximate salary at end of career is 76,000 FMG (U.S. $3,072).*
MALAYSIA	*1967 - There are minimum and maximum salaries. The physical education teachers are paid the same salary as other teachers. Teachers' emoluments are fixed by the salaries commission. Automatic increases are on a time scale which are given annually.* 1963 - There is no special salary scheme for physical education teachers, who fall within the same salary structure as the rest of the teaching profession. They receive regular annual increments as provided for in the salary scale,
MAURITANIA	1963 - Base salary, but housing allowance varies according to the location.
MEXICO	*1967 - Basic salary $1,260.00 for 12 week hours* *Maximum salary $4,452.00 for 42 week hours* *In addition to this there are supplementary payments according to the area, which are established by the Department of Public Education through the National Syndicate of Education Workers (SNTE) on a merit scale.*
MOROCCO	*1967 - Minimum and maximum salaries are set by statutory regulations or by administrative areas to which the physical education instructors and teachers belong. Salary increases depend on the length of service, productivity, vacancies, or may be determined on a competitive basis or by selection.* 1963 - Salary schedule for physical education teachers:

	professors	masters	instructors
Minimum	683 DH ($136)	500 DH ($100)	430 DH ($86)
Maximum	1,501 DH ($199)	983 DH ($196)	780 DH ($156)

Promotion is based on years of service, but accelerated if teacher receives satisfactory notes from the inspector.

NETHERLANDS	*1967 - The government's Department for Education and Licenses establishes the salaries. Salary depends on how many years one is working.*

MINIMUM AND MAXIMUM SALARIES FOR PHYSICAL EDUCATION TEACHERS

NEW ZEALAND

1967 - Salaries are grouped according to qualifications and years of teaching and range from $2,100 to $6,300 per year.

1963 - Salaries are grouped according to qualifications, experience, and efficiency. They range from 665 pounds ($2,000) to 1,765 pounds ($5,300) per year.

NIGERIA - EASTERN

1967 - The minimum and maximum salaries are established for all teachers in the different disciplines at all levels by the regional governments of the country. Increases for individuals run annually except in cases of incompetence or professional misconduct.

1963 - If a fully trained physical education teachers, the salary may begin from about 400 pounds ($1,128) per year and rise by 24 pounds ($68) yearly to about 800 pounds ($2,256) per year.

NORWAY

1967 - All teachers' salaries on all levels are regulated by the government as are also the minimum and maximum salaries. All teachers get an increase in salary every second year up to 16 years of service.

1963 - The salary is stipulated according to the educational background of the teacher, not the type of school.

PAKISTAN - EASTERN

1967 - Minimum and maximum salaries are established by the government for teachers in schools, colleges, and teacher training universities.

PAKISTAN - WESTERN

1967 - There are minimum and maximum salaries which are based on experience. Increases are determined by the academic qualifications and on meritorious service. The salaries are established by the Governor's Secretariat and in consultation with the Public Service Commission in the case of teachers working in government institutions. For private schools, the same is determined by the governing body/administrator of the institution.

PANAMA

1963 - Minimum salary for physical education teachers in primary schools: B/110 ($110) with biennial increase of B/5 ($5) if services are satisfactory. In secondary schools, physical education professors have a beginning salary of B/1,250 ($1,250) with a biennial increment of B/10 ($10) if services are satisfactory.

PERU

1967 - The national scale of merit rating regulates all teachers' salaries according to rank.

1963 - Minimum salary,	primary school	S/2,300 ($86) (18 hours class)
	secondary school	S/3,480 ($30) (24 hours class)
Maximum salary,	primary school	S/3,000 ($112) (18 hours)
	secondary school	S/4,460 ($167) (chief of department)

In addition, 5% increase per 5 years of service until 30 years, after which period it is possible to retire with full salary. Increases in salary are in accordance with grades or position, e.g., a supervisor is paid S/6,500 ($244) and the legal allowances.

PHILIPPINES

1967 - There are minimum and maximum salaries. The government, in accordance with the salary law, establishes the salaries. Increments are determined by efficiency, length of service, and seniority.

1963 - In almost all cases, the entrance salary is the same. Promotion in salary is in the hands of the immediate supervisor. Basis of promotion: (1) length of service, (2) efficiency and initiative, (3) public relations, and (4) academic improvement.

POLAND

1967 - The teachers' salaries are dependent on their education and not on the type of school. The salaries are established by the governmental authorities. An increase in salary depends on the duration of professional work, e.g. a period of 3 years, 3-6 years, 6-10 years, etc.

ROMANIA

1967 - The salaries differ according to studies, length of service in education, and teaching degree. Thus the salaries grow until the fulfillment of the time served in education - 3, 5, 10, 15, 20 years. To the established salaries they add the growths of the salaries for obtaining teaching degrees. The wages are established by a commission which is the authority next superior to the school (the section for education of the People's Council or the respective Ministry).

MINIMUM AND MAXIMUM SALARIES FOR PHYSICAL EDUCATION TEACHERS

SENEGAL	*1967 - Salaries are established by the administration. Salaries increase through promotion, selection, and seniority.*
SOUTH AFRICA	*1967 - All salaries are influenced by years of study after leaving school. The amount of experience is also important. There is a yearly increase of R120 (U.S. $168).* 1963 - All salaries, including those of physical education teachers, are influenced by years of study after leaving school.
SPAIN	1963 - There is a minimum, but no maximum, since the education centers which are not government-sponsored can pay any amount over the required minimum. In primary schools, the teacher teaches all subjects, including physical education, for which there is no special salary. Beginning salary is 24,840 pesetas ($416) per year; top salary is 42,840 pesetas ($707); there are several grades and, every five years, an increase of 1,200 pesetas ($20). In addition, there is a housing allowance, which varies depending on the size of the town; the teachers are allowed to give extra classes in the school building, if they pay 10% for maintenance. There are also other allowances. In official intermediate schools, physical education teachers receive from the state only a special bonus once a year; their salary is paid in accordance with the National Labor Law, under which a physical education teacher receives the same salary as other special subject teachers. Private schools pay their teachers in accordance with the same Labor Law. The minimum monthly salary is from 375 pesetas ($6.28) to 600 pesetas ($10) per hour depending on the category of the center, which in turn depends on the number of pupils. In addition, there are two special allowances and one premium. Salary increases are granted every three years; they amount to 40 pesetas ($.67) per hour per month.
SUDAN	*1967 - There are no minimum or maximum salaries.*
SWEDEN	*1967 - A teacher of physical education has the same salary as a primary, intermediate, or secondary school teacher. The salaries are established through transactions between the teachers trade union and the government, mostly for a period of 2 or 3 years. A teacher of physical education starts after 1 1/2 years service in class LI 13 (32.880 kr) (U.S. $6,363). After 3 years he gets an increase with one class to LI 14. This procedure will occur 3 times until he ends in class LI 16 (38,300 kr) (U.S. $7,410).*
SWITZERLAND	*1967 - The cantonal government establishes the salary. There are minimum and maximum salaries at all levels. The maximum is usually attained after 10-15 years of service.* 1963 - Same as 1967.
SYRIA	*1967 - The government establishes the salaries. A salary increase from 10-100 SP every 2 years (U.S. $2.50 - $25).*
THAILAND	*1967 - There is a national salary schedule for all teachers based upon training and experience. The salary schedule is established by the Ministry of Education. There is an automatic increase each year but additional increases may be added which are based upon merit as shown by superior work.* 1963 - There are minimum salaries established but no maximum. Increases in salary depend upon teachers qualifications, experience, and examinations.
TRINIDAD & TOBAGO	*1967 - Minimum and maximum salaries are established at the secondary school level. These salaries are established by the central government. There are annual increments which are approved by the Ministry of Education and Culture on the recommendation of the principal of the school.*
TURKEY	*1967 - The Ministry of Education establishes the salaries. Salary increases are made every three years.* 1963 - Minimum and maximum salaries are not established especially for physical education teachers. Their salaries increase every three years toward the maximum, as do those of all other teachers.

MINIMUM AND MAXIMUM SALARIES FOR PHYSICAL EDUCATION TEACHERS

UNITED ARAB REPUBLIC

1967 - A fixed salary scale for starting based upon academic qualifications is established by the government. A yearly raise in addition to a system of promotion and special financial awards drawn by the government exists.

UNITED STATES OF AMERICA

1967 - Salaries are established by the local school districts. Policies concerning salary increases are determined by the local school boards.
1963 - Minimum and maximum salaries for classroom teachers vary greatly. Beginning salaries in some rural areas are $1,251 and range to $5,100 with some large cities. Maximum salary for elementary school teachers with a B.A. degree is $7,305 and with an M.A. degree $8,165. High school teachers with a B.A. degree have a maximum $7,750 and with an M.A. degree $9,150. Physical education teacher salaries are generally equal to that of the classroom teachers but can vary considerably. Salary depends more on degree qualifications and experience than on the level of teaching.

URUGUAY

1967 - Salary scales are established in accordance with the general budget in relation to the degree and tenure held by the teacher.

VENEZUELA

1967 - Minimum salaries do not exist. At the intermediate level, maximum salaries are equivalent to full-time pay of 2,200 Bs. monthly. At the primary level, maximum salaries are equivalent to 38 hours of teaching weekly, or 1,824 Bs. monthly.

VIET NAM

1967 - For unmarried teachers:

	Minimum	*Maximum*
Primary and Intermediate	*3,450$VN ($57.30) monthly*	*6,037$VN ($90.20) monthly*
Secondary	*3,675$VN ($61) monthly*	*6,262$VN ($104) monthly*

The salary increases according to the number of years in service and also to the manner of serving.
1963 - Same as 1967.

YUGOSLAVIA

1967 - Minimum salaries are established for physical education teachers at the primary, intermediate, and secondary school levels. The teachers salaries consist of a basic and a supplementary part. The basic salary depends on working period and school qualification. The supplementary salary depends on position and function of teacher and is variable in different communities.
1963 - Same as 1967.

ZAMBIA

1967 - The Ministry of the Establishments establishes the salaries. It works hand in hand with the Ministry of Education in this respect.

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
AFGHANISTAN	1963 - All married teachers (men and women) get additonal 50 ($1.20) afghanis per month for food allowance: unmarried teachers get 30 ($0.75) afghanis per month.	1963 - Two to six months sick leave (with approval of physician). 40 days maternity leave; 20 days vacation, 3 months annual vacation (when schools are closed). Health insurance is 2% of monthly salary.
ARGENTINA	1963 - Family allowance for married teachers with children.	1963 - Health insurance and sick, holiday, and sabbatical leave; teaching allowances, family benefits, and compulsory life insurance (by paying an additional premium, a teacher may increase his life insurance.
AUSTRALIA	*1967 - There is no salary difference between the rural and urban teachers. The difference between the salary of the married and unmarried teacher varies from state to state. At this time married women in most states can be permanently employed and have promotion rights. The move in this direction is quite a recent one. There is equality between the men and women teachers at the universities and in some teachers' colleges and state schools. Some states still give only 4/5's of the man's salary to a woman teacher. Here, too, we have no difference between physical education teachers and other teachers.*	*1967 - Physical education teachers like all other permanent teachers receive their normal holidays, sick leave, health insurance (according to the Workers Compensation Act) and their long service leave.*
AUSTRIA	*1967 - There is no difference for all three categories.*	*1967 - Health insurance, old age pension, sick leave, 12 weeks holiday leave.* 1963 - Same as 1967.
BELGIUM	*1967 - There is no difference between the salaries for men and women teachers or married and unmarried teachers. There is a difference of about $60 per year between rural communities and cities according to the size of the center. They are classified into 2 groups. This allotment is not granted when the salary exceeds $3,000 per year.*	*1967 - Allowance other than salary do not exist in Belgium.* 1963 - Additional allowances hardly exist in Belgium.
BOLIVIA	1963 - Higher salaries in the cities. No differences for men and women. Small allowances for married teachers, with or without children. About $1 per child.	1963 - A child allowance of Bol. $11.40 (about US $1) per child; paid vacations, medical insurance, sick leave, and sabbatical leave.

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
BRAZIL	*1967 - There is no difference in the salaries for rural-urban and men and women teachers. Married teachers have, by law, a family allowance for their wives and children.* 1963 - Married teachers have, by law, a family allowance for their wives and children.	*1967 - A physical education teachers receives all the mentioned benefits according to the working laws of the country.* 1963 - Health insurance, sick leave, holiday leave, and sabbatical leave in accordance with the Labor Laws of Brazil.
BURMA		1963 - Earned leave (about 20 days, 1 month in a year).
CAMBODIA		1963 - Paid sick and holiday leave.
CANADA	*1967 - In remote areas, teachers are sometimes paid a premium. Women do not receive appointments as heads of departments of schools, chiefly because they do not remain long.*	*1967 - All teachers receive health insurance, sick leave, etc.*
CHINA	*1967 - No difference in all three.* 1963 - All teachers, including physical education teachers, teaching in rural areas receive an additional 10-30%. Married teachers receive more than unmarried ones.	*1967 - They receive health insurance, sick leave, holiday leave, sabbatical leave, and house supply.* 1963 - Health insurance, sick leave, holiday leave (15 days per year), and rations (such as rice, oil, flour, etc., which costs about NT$1,800 per year for the single teacher). In some of the schools, a house is provided; if not, NT$480 is provided for rent.
COLOMBIA	*1967 - No difference in all three.*	*1967 - Public school teachers have free medical and pharmaceutical services, hospitalization, paid vacations, life insurance, and retirement. Private school teachers do not always have the same benefits.*
CONGO-BRAZZAVILLE	*1967 - There is no difference in the salaries for rural-urban and men and women teachers. Married teachers have a family allowance for the non wage-earning wife with a monthly additional payment based on the number of children.*	*1967 - Family allowances are based on the number of children. Insurance against injuries sustained in service and total salary. Annual leave during the school year.*
CONGO-KINSHASA	1963 - Same basic salary for married and unmarried teachers, but married teachers receive family allowances (for their wives and children).	1963 - No insurance; 2 month leave after 2 years of service; one-fourth salary during sickness; other benefits.
COSTA RICA	*1967 - Teachers who teach in some of the more remote rural schools get a higher (hardship) salary than teachers in urban areas.*	*1967 - All teachers receive health and medical insurance, sick and holiday leave.*

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
CYPRUS - GREEK	*1967 - No difference in all three.*	*1967 - They receive free medical care (as all other teachers), 13 weeks holiday for the whole year, sick leave of 42 days full pay, and sick leave of 42 days half pay.* 1963 - Free hospitalization; 10 weeks summer vacation, 2 weeks Christmas, 10 days Easter holiday; sick leave - 42 days full pay, 42 days half pay.
CYPRUS - TURKISH	1963 - Men teachers receive more than women teachers.	1963 -Thirty days sick leave; annual leave and summer holidays; leave for study without pay.
CZECHOSLOVAKIA	*1967 - There is no difference in the salaries for rural and urban teachers. There are slight differences in the salaries for married and unmarried teachers. Single teachers pay higher taxes. There are also children allowances.*	*1967 - They receive 2 months of summer vacation with pay and winter holidays of 1 week plus 1 free Saturday per month; children allowances for every child; funeral expenses of 1,000 kcs. For extra work and good results, teachers may receive a premium.*
DAHOMEY	*1967 - No difference in all three.*	*1967 - They receive a children's allowance.*
DENMARK	*1967 - No difference in all three.*	*1967 - There are none.*
DOMINICAN REPUBLIC	*1967 - No difference in all three.* 1963 - There are no rural physical education teachers.	*1967 - There is no medical insurance, although they are granted sick leave.* 1963 - Life insurance, sick leave, holiday leave and summer vacations.
ECUADOR	*1967 - No difference in all three.*	*1967 - Two months vacation per year with full pay, but no other benefits or allowance.* 1963 - Same as 1967.
EL SALVADOR	*1967 - No difference in all three.*	*1967 - Subsidy for sickness and death; vacations; and pensions provided by the government after 30 years of service.*
ENGLAND		*1967 - Sick leave; 12 weeks of holiday with pay per year; superannuation for 6% deduction of salary; and secondment on full pay for training courses to improve qualifications.* 1963 - All citizen teachers are eligible for national health benefits. They receive sick leave as other teachers according to the local education authority and to years of service. Sabbatical leave with pay is rare, except to university full-time teachers of schools, colleges, and universities.

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
FINLAND	*1967 - There is no difference in the salaries for rural and urban teachers, except that teachers of all categories receive an extra payment if they teach in densely populated areas far into the North of East and the municipalities are divided into 3 categories with 3 levels of salaries for all civil servants; the categories are made up according to local cost of living. No difference in the salaries of men and women teachers and married and unmarried teachers.* 1963 - In high schools the same salary, but in some big cities, primary teachers are paid more than in other towns and villages.	*1967 - Thirty days sick leave with full salary, half a year with 1/3 taken of the salary, and the next half is 1/2 taken of the salary. Accident insurance in work. An accident in work gives 1 month's whole salary. No sabbatical leave available. Holiday leave; teachers are paid 12 months of the year; no school during the summer months (June, July, August); national health insurance for every citizen.* 1963 - Thirty days sick leave with whole salary, half a year with 1/3 taken of the salary and the next half is 1/2 taken of the salary. Accident insurance in work. An accident in work gives 2 months whole salary. No sabbatical leave available.
FRANCE	*1967 - Several large towns have special teachers (employed by the municipality); their salary varies. Family and housing allowances are given for married teachers.* 1963 - Same as 1967.	*1967 - Full salary 3 months, half salary 3 or 6 months, or long term leave 3 years full salary, 2 years half salary. School holidays (annual leave); Christmas 10 days, Easter 10 days; and summer 2 1/2 months.* 1963 - Full salary 3 months, half salary 3 or 6 months, or long term leave 3 years full salary, 2 years half salary.
GAMBIA	*1967 - No difference in all three.*	*1967 - They receive no additional allowances, except for health insurance, sick leave, and holiday leave.*
GERMANY	*1967 - No difference in the salaries for rural and urban teachers or men and women teachers. Less tax for married persons; subsidies for children.* 1963 - Same as 1967.	*1967 - Same as any other teacher.* 1963 - Same as 1967.
GHANA	*1967 - No difference in all three.*	*1967 - With the exception of some physical education teachers and other specialist teachers who are on temporary attachment to secondary schools and training colleges in view of the acute shortage of fully qualified teachers for higher institutions who are paid a responsibility allowance of approximately US $144 per year; no other allowances are paid. All teachers, however, receive free medical attention, enjoy sick leave, holiday leave, and sabbatical leave with full pay. All teachers are entitled to full pension on retirement.*

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
GREECE	*1967 - No difference in all three.*	*1967 - Two months vacation in summer, 2 weeks during Christmas, and 2 at Easter; sick leave; health insurance. They also have extra allowances: an extra 2 months' salary each year.* **1963 - Two months vacation in summer, 2 weeks during Christmas, and 2 at Easter; sick leave; health insurance.**
GUATEMALA	*1967 - No difference in all three.*	*1967 - Social security; accident insurance; holiday leave, etc.*
GUYANA		*1967 - Fourteen days annual leave and 14 days sick leave annually; travelling allowance of 400 miles per month; and subsistence allowance at the rate of $3.00 per day when in the rural areas on official duty.*
HAITI	*1967 - No difference in all three.*	*1967 - No allowance is provided for the instructor who receives his salary during sick leave, annual leave, or in-service training.* **1963 - Sick leave and holiday leave.**
HUNGARY	*1967 - No difference in all three.*	*1967 - Holiday leave in summer which consists of 2 months.*
INDIA	*1967 - No difference in all three.*	*1967 - In 1 or 2 states, physical education teachers receive a small "kit" allowance; most states have insurance, pension, and provident fund schemes for teachers. There are leave provisions. Vacations are given.* **1963 - The usual vacations; sick leave on half pay.**
IRAQ	*1967 - No difference in salaries of rural and urban teachers and men and women teachers. Married teachers receive an additional sum with no children or one child. If married and has more than one child or is a widower who has more than 2 children the sum is even greater than in the former category.*	*1967 - Health insurance, sick leave, holiday leave, down payments on everything, i.e. cars, houses, travel, housekeeping, etc.*
ISRAEL	*1967 - There are no differences in salaries of rural and urban teachers and men and women teachers. Married teachers get a special family allowance.*	*1967 - Sick leave of 30 days annually; holiday leave of approximately 105 days annually for the elementary grade teachers and 115 days for the secondary grade teachers; sabbatical leave for only secondary teachers; life insurance.*
ITALY	*1967 - No differences in all three.*	*1967 - Social services such as health insurance and medical insurance; sick leave; and holiday leave.*

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
JAPAN	*1967 - Men and women teachers have the same salary schedule. Urban physical education teachers get more salary than rural physical education teachers. Married teachers get some family allowances.* 1963 - Same as 1967.	*1967 - Health insurance, sick leave, holiday leave, and transportation fee.* 1963 - Same as 1967.
JORDAN	*1967 - No difference in all three.*	*1967 - None.*
KOREA	*1967 - No difference in all three.*	*1967 - None.*
LIBYA	*1967 - Rural physical education teachers receive allowances for working in distant places. Married teachers receive family and housing allowances.*	*1967 - None.*
LUXEMBOURG	*1967 - Married teachers receive a higher housing allowance and allowances for each child.* 1963 - Women teachers now receive 90% of the salary of men teachers, but this is being changed to equal rate. There are special allowances for married teachers.	*1967 - As a civil servant, entitled to a house and family allowance (if married), medical insurance, and paid holidays.* 1963 - Same as 1967.
MALAGASY REPUBLIC	*1967 - No difference in salary for the rural and urban teachers. There are no rural area teachers yet. No difference between men and women salaries. There are family allowances for those who are married.*	*1967 - The same benefits as all other teachers but not more.*
MALAYSIA	*1967 - No difference between salaries for rural and urban teachers and unmarried and married teachers. Women physical education teachers receive 20% less than men teachers (same for all subjects).* 1963 - Same as 1967.	*1967 - There are various categories of teachers in Malaysia. Government teachers enjoy a housing allowance and medical benefits. Other teachers do not. The leave for all teachers is the same.*
MAURITANIA	1963 - Housing allowance varies according to the location. There are family benefits for married teachers.	1963 - About three months annual leave; sick leave.
MEXICO	*1967 - No difference in all three.* 1963 - There are several types of physical education teachers. Those who are federal employees are paid an average of $110.00 per semester hour; they work in urban and rural areas and their salaries vary accordingly, reaching sometimes very low levels. Those who are paid by the various states receive widely varying salaries.	*1967 - Social services, death insurance, mortgages, loans, bonus each year.* 1963 - Health insurance and lump sum of M$20,000 after 30 years of service.

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
MOROCCO	*1967 - There are no teachers in the rural areas. There is no difference between the salaries for men and women. A family allowance is given for married teachers and a certain priority for housing.* **1963 - There are small allowances for married teachers.**	*1967 - Annual leave of 21-30 days (according to categories); sick leave according to statutory regulations; possible authorization for attending in-service courses; efficiency allowance; and some rare cases for free housing.*
NETHERLANDS	*1967 - No difference in all three.*	*1967 - Health insurance, sick leave, and holiday leave.*
NEW ZEALAND	*1967 - Married men get an additional $200.* **1963 - At the present time, men get slightly more than women, but this will will be equaled within two years. An additional $200 is paid to married men.**	*1967 - Free medical treatment and hospitalization; 10 weeks vacation annually; no sabbatical leave; sick leave (3-6 months, 14 days; 6-9 months, 31 days; 5 years, 46 days; 10 years, 92 days; 20 years, 154 days; 30 years, 275 days).* **1963 - Same as 1967.**
NIGERIA - EASTERN	*1967 - No difference in all three.*	*1967 - This is the same as for all teachers: sick leave, holiday leave, special monetary allowance called "responsibility allowance" when a physical education teacher is the game master in a secondary school.* **1963 - Holiday leave.**
NORWAY	*1967 - No difference in all three.*	*1967 - All teachers with a tenure have free sick leave up to 1 year; holiday leave and they can apply for sabbatical leave grants.* **1963 - Same allowances as other teachers.**
PAKISTAN - EASTERN	*1967 - No difference in all three.*	*1967 - They get only some additional pay as grant in consideration of the strenuous nature of the work.*
PAKISTAN - WESTERN	*1967 - Urban teachers receive a greater allowance than rural teachers. No difference in salaries of men and women teachers and unmarried and married teachers.*	*1967 - There is no health insurance. They receive sick leave; holiday leave; and sabbatical leave.*
PANAMA		**1963 - All benefits under the Social Security Act.**
PARAGUAY		*1967 - Medical insurance; sick leave of 1 month per year; vacation of 3 months per year.* **1963 - Primary school teachers: medical insurance, sick leave, paid vacations; secondary school teachers: paid vacations.**

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
PERU	*1967 - There is no difference between the salaries for rural and urban teachers and men and women teachers. Married teachers have a 2% bonus per each child and matrimony.* **1963 - For teachers with family, there is a child allowance of S/50.00 per child per month.**	*1967 - They have 3 months vacation with salary, sick leave, 2% increase per each year of service, 2% increase per each child and matrimony; social security with hospitalization; gratuity fund, etc.* **1963 - Health insurance; 2 months holiday; 7% increase over basic salary for each 5 years of service; up to 3 months sick leave.**
PHILIPPINES	*1967 - In private schools, salaries in rural areas are a little less than in urban areas, due to living expenses.* **1963 - Same as 1967.**	*1967 - In all schools, public and private, teachers enjoy sick and vacation leaves, insurance benefits, and some universities give sabbatical leave.* **1963 - When on permanent basis: vacation leave, insurance and sick leave only. At age 65 physical education teachers are retired with retirement pay (public schools only).**
POLAND	*1967 - There is no difference for all three categories.*	*1967 - Each teacher has health insurance, free medical care, holiday leave, etc.*
ROMANIA	*1967 - There is no difference for all three categories.*	*1967 - The physical education teachers have the following rights: material help if temporarily incapable of working (sick leave); a yearly holiday (paid) in July and August; a 10% increase in salary if they are teaching at special schools for deficient children. Headmasters get monthly an extra pay of 75-100 lei, according to the number of pupils in their form.*
SENEGAL	*1967 - Married teachers with a single salary receive a special supplement of about 640 CFA There is a difference in the salaries of the rural and urban teachers due to the high cost of living.*	*1967 - They receive free housing, sick leave, annual leave, and leave for a refresher course.*
SOUTH AFRICA	*1967 - The salaries for rural and urban teachers and married and unmarried teachers are the same. Men teachers receive a higher salary than women teachers.* **1963 - Women receive considerably less than men teachers. Married men still receive cost of living allowance in some cases. Married women are appointed only on temporary basis.**	*1967 - The teachers receive a health insurance, sick leave, holiday leave and sabbatical leave.* **1963 - Fees are subtracted from salaries of all teachers for pension and medical plans. Sick leave, regular holidays, and sabbatical leave, similar for all teachers (universities - more vacation and longer leave).**
SPAIN		**1963 - Full social security coverage (sickness, accidents, disability, old age, maternity, holidays, leave, etc.); no sabbatical leave.**

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
SUDAN	*1967 - Women teachers receive only 80% of the men teacher's salary.*	*1967 - They receive sick leave, holiday leave, and any other facilities given by the government to its officials.*
SWEDEN	*1967 - No difference in all three.*	*1967 - The Swedish social system gives the teacher full salary during sickness. For childbirth the female teachers have 6 months free with full salary. Doctor and medicine are paid by the state. Vacation is 3 months per year.* 1963 - Permanent teacher has same salary each month, 3 months vacation. The Swedish social system guarantees his pension and sabbatical leave. When sick, he is given salary according to the state system, the same to all, with about 600 Kr. per month.
SWITZERLAND	*1967 - Some differences exist due to varying cost of living in rural and urban areas. Married physical education teachers get family and children allowances, varying from canton to canton, or town to town.* 1963 - Same as 1967.	*1967 - Health insurance, generally paid by the teacher; accident insurance, paid by school (1 month to 1 year according to years of service). Paid holidays: 12 weeks. Paid military service: 3-4 weeks yearly. Sabbatical leaves are not usual. A teacher who takes a longer leave must provide a substitute. Short leaves of 1-2 weeks for study purposes are granted. Retiring pension, generally 60-70% of the salary.* 1963 - Same as 1967.
SYRIA	*1967 - The salaries for rural and urban teachers and men and women teachers are the same. A married teacher receives 12 SP and 12 SP for each child.*	*1967 - Health insurance, sick leave, and holiday leave.*
THAILAND	*1967 - No difference in all three.* 1963 - Rural and urban salaries are the same except for four provinces.	*1967 - Health insurance, free medical and hospital for teachers under ฿1,200 per month; for teachers between ฿1,200 and ฿2,650, 50% of all medical care is reimbursed. Sick leave, 60 days per year exception may be granted to 270 days per year. Holiday leave, 10 days during hot season plus certain holidays. No sabbatical leave.* 1963 - Sick leave, 120 days; private affairs leave, 45 days; holiday leave, 30 days; sabbatical leave after one year's service.
TRINIDAD & TOBAGO	*1967 - No difference in all three.*	*1967 - No other allowances are received.*
TURKEY	*1967 - Married physical education teachers (men) get a dependent's allowance.*	1963 - Allowances for class work over 18 hours a week. No insurance for teachers.

DIFFERENTIALS IN SALARIES AND ALLOWANCES OTHER THAN SALARY

COUNTRY	DIFFERENCES IN SALARY (RURAL-URBAN; MEN-WOMEN; MARRIED-UNMARRIED)	ALLOWANCES OTHER THAN SALARY
UNITED ARAB REPUBLIC	*1967 - Some allowances are made for married teachers.* 1963 - Married teachers having children receive allowances.	1963 - Insurance allowances - treatment, medical care; pension up to 50 percent of salaries; sick leave according to medical reports; sabbatical leave for further study or work abroad.
UNITED STATES OF AMERICA	*1967 - Varies from state to state and within states and often depends upon supply and demand as well as school district financial capability for rural-urban; men-women; and married-unmarried.* 1963 - Beginning salaries for men average $300 more than women's salaries for nine months.	*1967 - Physical education teachers receive the same benefits as other members of the staff, e.g., health insurance, sick leave, holiday leave, maternity leave, etc. Sabbatical leave is seldom provided below the college and university levels.* 1963 - Most teachers, including physical education teachers, have the opportunity to participate in health insurance programs. Varying provisions are made for sick leave, holiday, and sabbatical leaves.
UPPER VOLTA	*1967 - There is an almost general uniformity; but the only possible difference is the level of the diploma and studies.*	*1967 - None.*
URUGUAY	*1967 - No difference in all three.*	*1967 - Salaries are progressive in relation to the tenure as a teacher; vacations are paid; and 150 days of sick leave every 3 years.*
VENEZUELA	*1967 - No difference in all three.*	*1967 - Teachers are covered by the Institute of School Provisions of the Ministry of Education. The Ministry of Education pays salaries for sick leaves of 15 days yearly.*
VIET NAM	*1967 - No difference for rural and urban teachers and men and women teachers. Married teachers receive an extra family allowance according to the number of family members.* 1963 - Same as 1967.	*1967 - Free health care (also for spouse and children), sick leave, holiday leave, 30 days sabbatical leave a year or according to the school year.* 1963 - Same as 1967.
YUGOSLAVIA	*1967 - No difference in all three. However, lodging and heating are provided for rural teachers.* 1963 - Same as 1967.	*1967 - The salary (elementary and supplementary) is per 12 months. A supplement for each child; a social insurance reserve of 40%.* 1963 - Same as 1967.
ZAMBIA	*1967 - No difference in all three.*	*1967 - Annual leave, sick leave upon approval of physician.*

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
AFGHANISTAN	1963 - Same.	1963 - Basic salaries of physical education teachers are slightly higher than basic salaries paid to other government civil servants.	1963 - Figures not available.
ARGENTINA	1963 - Same.	1963 - Comparisons are difficult to make in practice. Professional people, like dentists, doctors, engineers, lawyers, have modest salaries if they work for the government. However, they are given research facilities and enjoy a certain prestige. They earn much more if they have a private practice. The physical education teacher working full time receives a salary which is considered satisfactory.	
AUSTRALIA	*1967 - Where the teacher of physical education is fully qualified, no difference in salary exists.*	*1967 - It must be stated that teachers' salaries, other than those of senior administrators, are below the salaries of other professions. The salaries of state school teachers cannot be augmented by "outside" extra work which is not allowed to these teachers. A compensatory fact is the provision of an attractive pension scheme.*	*1967 - Salaries would be well above the basic wage, but vary considerably from state to state and according to seniority.*
AUSTRIA	*1967 - Same.*	*1967 - Lower, however, in public positions the salaries are the same.*	*1967 - They are about 30-50% higher.*
	1963. - Same.	1963 - Lower.	1963 - About a third higher.
BELGIUM	*1967 - Same.*	*1967 - The salary of the physical education teacher is lower than that of professional persons (varies considerably: to a minimum of 5,000 per year).*	*1967 - Income per inhabitant about 60,000 frs. (U.S. $1,200 per year).*
BOLIVIA	1963 - Same.	1963 - No comparison is possible. The salary of a physical teacher is very much smaller than the earnings of a professional. The ratio is about 1:10.	
BRAZIL	*1967 - Same.*	*1967 - No, when it is as public service, but there is a strong difference when they practice private teaching.*	
	1963 - Same.	1963 - In general, professional salaries are higher, but in some cases they are the same.	

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
BURMA	1963 - About the same.	1963 - Physical education teachers' salaries are very low.	
CAMBODIA	1963 - Same.		
CANADA	*1967 - Same, depending on qualifications degrees, positions held, service, etc.*		
CHILE	*1967 - Same.*	*1967 - Definite difference.*	
CHINA	*1967 - Same.* 1963 - Same.	*1967 - Little lower than other professional salaries.* 1963 - If dentists, doctors, or engineers are employed by the government, there is no difference in salary. The salary of a lawyer who is employed by the government is about 50% higher than that of a physical education teacher.	*1967 - Little higher than average per capita income.* 1963 - Physical education teachers' average salaries are 100% higher.
COLOMBIA	*1967 - Same.* 1963 - Same.	*1967 - Differences are variable in accordance with the type of work they do.*	
CONGO - BRAZZAVILLE	*1967 - Same, very little difference.*	*1967 - From one half to one quarter.*	1963 - In 1960, about 73.3% *1967 - Double.*
CONGO - KINSHASA		1963 - One third of professional salaries.	1963 - Far above the per capita income in the country (three times higher).
COSTA RICA	*1967 - Same.*	*1967 - Much lower.*	*1967 - Probably lower.*
CYPRUS - GREEK	*1967 - Same, except less at secondary school level.* 1963 - Less at the secondary school.	*1967 - On the average, teachers receive the 2/3's of the above mentioned professional salary (government officers and private doctors, lawyers get much more.* 1963 - Maximum pay of a physical education teacher in secondary school is 3,400 pounds approximately; doctor - 4,800 pounds; engineer - 3,900 pounds.	*1967 - The situation is quite good, however, it still could be better.* 1963 - Very difficult to answer. We believe they should have better pay.
CYRRUS - TURKISH	1963 - Same.	1963 - Teachers' salaries are very low.	1963 - A bit low.

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
CZECHOSLOVAKIA		*1967 - They are lower. Because the teaching profession is important, salaries will be adjusted this year.*	*1967 - Physical education teachers have between 5,000 - 12,000 kcs. higher than the average per capita income of 12,288.90 kcs. in 1965.*
DAHOMEY	*1967 - Somewhat higher.*		
DENMARK		*1967 - A good deal lower.*	*1967 - Teachers are placed in best third part.*
	1963 - Same.	1963 - Same as 1967.	1963 - Same as 1967.
DOMINICAN REPUBLIC		*1967 - Very low level.*	*1967 - Impossible to answer at this time.*
	1963 - Lower.	1963 - Same as 1967.	1963 - The physical education teachers' salaries are more or less equal to those of other persons.
ECUADOR	*1967 - Same, Secondary school, 30% or basic salary of rank; provincial supervisor, 40% of basic salary of rank; regional and national supervisor, 60% of basic salary of rank.*	*1967 - It can be the third part.*	*1967 - Physical education teachers are in the middle income bracket, which is not very well paid, but enough for basic necessities.*
	1963 - Same.	1963 - One half. Professional people have many more opportunities to make money.	1963 - Same as 1967.
EL SALVADOR	*1967 - Lower.*	*1967 - Very much lower.*	*1967 - A little above.*
ENGLAND	*1967 - Same.*	*1967 - Lower than professionals unless he is the head teacher of a large school.*	*1967 - Difficult to answer.*
	1963 - Same.	1963 - Teachers' salaries are on the whole lower than those of doctors, dentists, engineers, and lawyers.	
FINLAND		*1967 - Physical education teachers' basic salaries, as well as those of all other teachers in primary and secondary schools, are are lower than the salaries of dentists, doctors, engineers and lawyers. An elementary teacher has the same salary as a lieutenant and secondary teacher somewhat lower salary than captain in the army.*	*1967 - Average per capita income: Fmk 7,900 (U.S. $2,470) which is medium salary per working person; however, if social advantages are counted, the result might be about Fmk 9,500 (U.S. $3,000) but then teachers' salaries ought to be raised proportionally as well.*

(Continued)

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
FINLAND (Cont'd.)	1963 - Same.	1963 - All professionals are better paid than teachers, except those at the university level.	1963 - About medium. Industry usually pays more for the same background; pharmacy, community the same; nurses get much less. Commerce pays about the same.
FRANCE	*1967 - Special placement in salary scales.* 1963 - Same as 1967.		
GAMBIA	*1967 - Same in primary, intermediate, and secondary schools; lower by £ 150 (U.S. $350) in colleges and teacher training institutions.*	*1967 - Very poorly.*	*1967 - Favorably.*
GERMANY		*1967 - The salary of normal physical education teachers at schools is adequate to that of professions in public service. It is often not comparable with the salary of professions in independent positions.*	*1967 - Average per capita income per month 700-750 DM (U.S. $175).*
	1963 - Same.	1963 - Other professions may sometimes be paid more; depends on the individual job.	1963 - Average salary of physical education teachers is about 50% more.
GHANA	*1967 - Same. Higher at the university level.*	*1967 - The minimum salary scale of a doctor or dentist is £1,040 X £40 - £1,320 (U.S. $2,912 X $112 - $3,696). The minimum scale for the non-graduate physical education teacher is £750 X £30 - £900 per annum (U.S. $2,100 X $84 - $2,520).*	*1967 - Salaries are above per capita income which is about £70 (U.S. $196) per annum.*
GREECE		*1967 - About half, if not less.*	*1967 - The salaries of civil service employees are rather small. Those in the field of education still smaller. Those in physical education (especially first appointments) the smallest.*
	1963 - Lower.	1963 - Lower.	1963 - Salaries of educators are rather small.

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
GUATEMALA		*1967 - Other professions obtain salaries 60% higher than professors of physical education. Doctors, etc. have no limit as to what they charge for their services while teachers are classified by scale.*	*1967 - Average to excellent depending on the position of the professor of physical education.*
GUYANA		*1967 - Physical educators are the poorest paid among professionals.*	
HAITI	*1967 - Same.* **1963 - Same.**	*1967 - Professionals are higher paid.* **1963 - Professional salaries are five times higher.**	*1967 - No comparison is possible.* **1963 - The ratio is 600:70.**
HUNGARY	*1967 - Basically the same.*	*1967 - Far below.*	*1967 - Corresponds to the average per capita income.*
ICELAND	**1963 - Same.**		**1963 - In 1960, average salaries for laborers, technicians, and sailors were Icel.kr. 77.600 ($1,800) up to 99.900.00 ($2,300); for physical education teachers, 68.600 ($1,600) to 108.400 ($2,500).**
INDIA	**1963 - Same (but few opportunities to advance to top teaching positions).**	*1967 - Very much lower. Teaching profession and especially physical education teaching is unattractive and paid less than other professions.* **1963 - Same as 1967.**	*1967 - Definitely higher. The average per capita income is very low.* **1963 - Same as 1967.**
IRAQ	*1967 - Same.*	*1967 - Lower.*	*1967 - It is considered "high" with the average per capita income.*
IRELAND	*1967 - Same.*	*1967 - Lower.*	*1967 - Average.*
ISRAEL	*1967 - Equal.*	*1967 - Teachers' salaries are lower, but not significantly.*	*1967 - Above average.*
ITALY	*1967 - Lower in grades above primary.*	*1967 - Lower by one third.*	*1967 - Lower.*
JAPAN	*1967 - Same.* **1963 - Same.**	*1967 - Lower.* **1963 - Lower.**	*1967 - A little higher.* **1963 - A little higher.**

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
JORDAN	*1967 - Same.*	*1967 - There is no comparison because there is a big difference between physical education and the other professions.*	
KENYA	*1967 - Same.*		
KOREA	*1967 - Same.*	*1967 - About 50% less.*	*1967 - About six times more.*
LIBERIA	1963 - Same.	1963 - Very low.	
LIBYA	*1967 - Same.*	*1967 - This applies to secondary school teachers where a difference of L15.000 (U.S. $42) amonth exists in favor of engineers, doctors, etc.*	
LUXEMBOURG	*1967 - Same at primary level; differences at secondary level.*	*1967 - Since the physical education teacher receives a salary lower than that of other teachers, who in turn complain bitterly about their situation compared with professionals, doctors, engineers, etc., it can be easily seen that, compared with the latter, the physical education teacher earns on the 1/3 or 1/2.*	*1967 - Average per capita income is B.F. 60,000 (U.S. $1,200); average physical education teacher's salary is B.F. 160,000 (U.S. $3,200).*
	1963 - Lower (15% below general teacher).	1963 - Same as 1967.	1963 - Same as 1967.
MALAGASY REPUBLIC	*1967 - Same.*	*1967 - Teacher 4/5, instructor 1/2.*	*1967 - More than double.*
MALAYSIA		*1967 - Poor. A government doctor or dentist earns between $800 - 1,400 per month. A private doctor may earn between $2,000 - $3,000 per month.*	*1967 - Compares favorably.*
	1963 - Same.	1963 - Poor: physical education teachers receive U.S. 1,600 - 2,400 annually; professionals: U.S. $4,000 - 6,000 annually.	1963 - Averages U.S. $65 per month more than per capita income of the country.
MAURITANIA	1963 - Same.	1963 - Engineers (yearly), 750,562 CFA ($3,080); physical education teacher 1,553,350 CFA ($6,350).	
MEXICO	*1967 - Same.*	*1967 - Great variations.*	*1967 - No data available.*
	1963 - Same.	1963 - Professional people may earn 2 to 4 times the salary of a physical education teacher.	1963 - About double the average income.

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
MOROCCO	*1967 - Very slight difference.*	*1967 - A big difference.*	
	1963 - Professeurs: equivalent. Maîtres and moniteurs: less.	1963 - Much below.	
NETHERLANDS	*1967 - Same.*	*1967 - About the same.*	*1967 - Better than average.*
NEW ZEALAND		*1967 - Well below.*	*1967 - Slightly better.*
	1963 - Same.	1963 - Same as 1967.	1963 - Same as 1967.
NIGERIA - EASTERN		*1967 - Rather low.*	*1967 - The average salaries of teachers are higher than per capita income in Nigeria.*
	1963 - Same.	1963 - Same as 1967.	
NORWAY		*1967 - A school dentist, lawyer in governmental employment will as an average have a salary of about Norw.Kr. 10,000 (U.S. $1,500) higher than a teacher on a minimum salary.*	*1967 - Average per capita income in 1966 approximately Norw.Kr. 17,500 (U.S. $2,500).*
	1963 - Same.	1963 - Similar to the salary of dentists, engineers, and lawyers employed by the government.	
PAKISTAN - EASTERN	*1967 - Same.*		*1967 - Compares favorably in respect to intermediate and secondary schools.*
PAKISTAN WESTERN	*1967 - Lower.*	*1967 - Quite low.*	*1967 - Above average.*
PANAMA	1963 - Same.	1963 - The difference is that professional salaries are in accordance with the amount of work performed and according to a schedule determined by the interested parties.	
PARAGUAY	*1967 - Same.*	*1967 - More than 200% lower.*	*1967 - Per capita income is U.S. $190. Gross income without subtracting deductions to est. per capita income is 84,000 ₲s. (U.S. $642).*
	1963 - Same (in primary school, the physical education teacher must cover 5 schools to make same salary as classroom teacher).	1963 - More than 100% lower. A doctor is paid ₲s. 600 (U.S. $10.00) for one visit, while a physical education teacher must work three hours per week for one month to earn ₲s. 850 (U.S. $14.00).	

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
PERU	*1967 - Same.* 1963 - Same.	*1967 - About $50 more for the liberal professions.* 1963 - Fully employed, full-time, the difference ranges between 1,500 and 3,000 soles per month ($56-$120).	*1967 - Average annual income is $250. Physical education income is $2,800 per annum.* 1963 - Average in Peru: $250. Average for teachers of physical education: $1,476.
PHILIPPINES	*1967 - Same.* 1963 - Slightly higher sometimes because of lack of well-trained physical education teachers.	*1967 - A little lower, in some cases the same.*	*1967 - A little above average. The minimum wage law is P6.00 a day on working days.* 1963 - Per capita income of rural folk: ₱275. Average salary of physical education teachers. ₱180.
POLAND	*1967 - Same.*	*1967 - No detailed data available. At the beginning of their careers, the salaries are the same; later on the other professional salaries are higher.*	*1967 - The average salary of a physical education teacher is about 7% lower than the average per capita income.*
ROMANIA	*1967 - Same.*	*1967 - The wages of physical education teachers are about 20% lower than the wages of engineers, doctors, etc.*	
SENEGAL	*1967 - Same.*	*1967 - One half.*	*1967 - One half.*
SOUTH AFRICA	*1967 - Same.* 1963 - Same.	*1967 - Not good.* 1963 - Unfavorable compared with dentists, doctors, lawyers, but better than other professions (e.g. social workers or nurses). 1963 brought considerable improvement (e.g. attempts to draw better type of students for teaching profession).	*1967 - Satisfactory.* 1963 - Compare well because social structure and large unskilled Bantu labor force reduce income per capita for whole nation.
SPAIN	1963 - Often higher.		1963 - Average income per inhabitant (1961) is 16,390 pesetas; for teachers, 43,772.72 pesetas.
SUDAN	*1967 - Same.*	*1967 - For primary and intermediate and secondary lower by more than half.*	
SWEDEN		*1967 - The salaries of physical education teachers are lower than for the profesaional salaries.*	*1967 - The average per capita income in our country is about 16,000 Kr. (U.S. $3,104).*

(Continued)

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
SWEDEN (Cont'd.)	1963 - Same in primary and intermediate; lower in secondary.	1963 - Professional people average 35.000 Swed. Kr. ($6,750-9,650).	1963 - Per capita income in Sweden is 12-13.000 Swed. Kr.; physical education teacher earns 24-30.000 Swed. Kr.
SWITZERLAND		*1967 - Lower than the income of a well-established dentist, doctor, engineer, lawyer.*	*1967 - Not known.*
	1963 - Same.	1963 - Same as 1967.	
SYRIA	*1967 - Lower.*	*1967 - About one half less.*	*1967 - About one half less than average per capita income.*
THAILAND		*1967 - Lower, dentist and medical doctor employed by the government start at B 1,400 (U.S. $67.20), maximum B 4,300 per month. There are no reliable data available for professional people in private practice.*	*1967 - The average per capita income is B 350 (U.S. $168) per month. The average teacher will receive 3-5 times of that amount.*
	1963 - Same.	1963 - Salaries are much lower.	1963 - Average salaries are a little higher.
TRINIDAD & TOBAGO	*1967 - Same.*	*1967 - Professionals in other areas receive double the salary of the physical education teacher.*	
TURKEY	1963 - Same.	1963 - Same as other government officers who have higher education.	1963 - 20% more.
UNITED ARAB REPUBLIC		*1967 - Basic salaries for all university and higher institution graduates are the same. Some bonuses are allowed for certain professions whose personnel are required to take no other extra jobs, i.e. physicians, engineers.*	*1967 - Above average.*
	1963 - Same.	1963 - Same as 1967.	1963 - Same as 1967.
UNITED STATES OF AMERICA	*1967 - Same*	*1967 - All teachers' salaries are lower than those of dentists, doctors, engineers, lawyers, etc.*	*1967 - Higher.*
	1963 - Usually the same, sometimes slightly higher.	1963 - For 1960-61. Teachers: $6,096; Engineers: $9,797; Lawyers: $12,144.	1963 - Per capita income, 1961, $2,263; average salary of classroom teachers, 1960-61, $6,096.
UPPER VOLTA	*1967 - Same.*		
URUGUAY	*1967 - Same.*		

SALARIES OF PHYSICAL EDUCATION TEACHERS COMPARED WITH OTHER GROUPS

	SALARIES OF PHYSICAL EDUCATION TEACHERS		
COUNTRY	COMPARED WITH SALARIES OF OTHER TEACHERS	COMPARED WITH SALARIES OF OTHER PROFESSIONS	COMPARED WITH PER CAPITA INCOME
VENEZUELA	*1967 - Usually the same.*	*1967 - Lower.*	
VIET NAM		*1967 - Physical education teacher's salary is about 47/92 of a lawyer's salary and about 47/118 of a doctor's salary.*	
	1963 - About 7/8 of the salary of other teachers at primary and intermediate levels; about 49/75 at junior high; about 49/92 at senior high school level.	1963 - Same as 1967.	
YUGOSLAVIA	*1967 - Same.*	*1967 - Lower. In the last two years, there has been a sensible augmentation of salary in fovor of the teacher, instructor, and professor.*	*1967 - Higher.*
	1963 - Same.	1963 - Lower.	1963 - Higher.
ZAMBIA	*1967 - Same.*	*1967 - Lower.*	

NATIONAL STATUS OF PHYSICAL EDUCATION TEACHERS

IN AN attempt to determine the status of the physical education teacher in his own country, two questions were asked: the first involved national awards for meritorious service, the second was concerned with policies governing membership in educational groups. In each case, respondents were asked to describe the relationship of the physical education teacher to the national policy or practice.

Thirty-eight countries reported that some kind of special national awards are presented to teachers; physical education teachers are eligible in all instances. The countries are:

Austria
Belgium
China
Colombia
Congo - Brazzaville
Costa Rica
Czechoslovakia
Denmark
Ecuador
El Salvador
England
Finland
France
Germany
Guatemala
Haiti
Hungary
India
Iraq
Italy
Korea
Luxembourg
Malagasy Republic
Mexico
Netherlands
Pakistan - Eastern
Philippines
Poland
Romania
Senegal
Sweden
Switzerland
Syria
Thailand
United Arab Republic
United States of America
Venezuela
Viet Nam
Yugoslavia

The following countries reported that no national awards are given:

Australia
Brazil
Chile
Canada
Dominican Republic
Ghana
Greece
Guyana
Ireland
Israel
Japan
Jordan
Liberia
Malaysia
New Zealand
Nigeria - Eastern
Norway
Pakistan - Western
Paraguay
Peru
South Africa
Sudan
Trinidad and Tobago
Upper Volta
Uruguay
Zambia

SPECIAL AWARDS for physical education teachers only were mentioned by six countries. They were briefly described, as follows:

France: Honor medal for youth and sports; medal for sports honors (Chevalier, Officier Commandeur).
Korea: Physical Culture Prize; Culture and Physical Culture Prize.
Pakistan - Eastern: form of title or cash for outstanding achievement in the field of games and sports which is known as the "Pride of Performance."
Poland: title of "Meritorious Physical Education Leader."
United Arab Republic: "Medallion of the Republic" in the sports field.
United States of America: The American Association for Health, Physical Education, and Recreation establishes criteria and gives its own awards for outstanding service.

NATIONAL STATUS OF PHYSICAL EDUCATION TEACHERS

The second question requested respondents to describe the policies governing the membership of physical education teachers in teachers organizarions and other educational groups. It was apparent that not all countries interpreted this question in exactly the same way, since the responses presented widely varying kinds of information about membership.

Generally, no respondent listed any restriction or discrimination against membership in educational groups on the part of physical education teachers.

Phrases such as "no restriction," "equal status in all organizations," "physical education teachers are not differentiated," and "like any other teacher," appeared often.

COUNTRY	POLICIES GOVERNING MEMBERSHIP OF PHYSICAL EDUCATION TEACHERS IN TEACHERS' ORGANIZATIONS AND OTHER EDUCATIONAL GROUPS
AUSTRALIA	*No discrimination is made between the physical education teacher and any other teacher.*
AUSTRIA	*No particular policy.*
BELGIUM	*Individual membership through payment of dues for the Fédération belge d'éducation physique. Members appointed by the university associations in the case of the Fédération nationale des associations de docteurs et licencies en éducation physique. The university associations are much more active than the national association.*
CANADA	*Same for all teachers.*
CHINA	*Physical education teachers may apply for membership in any physical education association or other national educational association.*
COLOMBIA	*Any teacher having the title of high school graduate granted by the Faculty of Physical Education may be a member.*
CONGO - BRAZZAVILLE	*Teachers must have a university degree.*
COSTA RICA	*Any physical education teacher is eligible for membership in the Physical Education Association, ANDE, and APSE.*
CYPRUS - GREEK	*Physical education teachers (secondary education) can be members of the physical education associations and are members of the Pancyprian Secondary Teachers' Association.*
CZECHOSLOVAKIA	*Every teacher, no matter of what political conviction, is a member of the Federation of Workers in Education.*
DAHOMEY	*Same as other teachers.*
DOMINICAN REPUBLIC	*He must be a graduate professor of physical education.*
ECUADOR	*Same as other teachers.*
ENGLAND	*Qualified status required; type of post determines; appointment by a governing body of sport.*
FINLAND	*The membership is voluntary. For acceptance as a member of the Physical Education Teachers' Association, the individual must be a graduated physical education teacher.*
FRANCE	*A holder of a diploma may be a member.*

NATIONAL STATUS OF PHYSICAL EDUCATION TEACHERS

COUNTRY	POLICIES GOVERNING MEMBERSHIP OF PHYSICAL EDUCATION TEACHERS IN TEACHERS' ORGANIZATIONS AND OTHER EDUCATIONAL GROUPS
GAMBIA	*No restrictions.*
GERMANY	*Membership only possible for teachers with state examination.*
GHANA	*Every Ghanian in the Ghana Teaching Service is automatically a member of the Ghana National Association of Teachers, not by law but by moral obligation to the teaching profession.*
GREECE	*No special policy.*
HUNGARY	*Same as other teachers.*
INDIA	*All qualified teachers can become members on paying the membership fee. Recognized institutions can become members on payment of affiliation fees. Non-qualified persons (professionally) with interest in physical education can become members of the National Association of Health and Physical Education.*
IRAQ	*All Iraqi teachers are members of the Teachers' Assocition without distinction.*
ISRAEL	*Every active teacher may be a member.*
ITALY	*No restrictions.*
JAPAN	*The policies do not govern the membership of physical education teachers especially.*
KENYA	*No restrictions.*
KOREA	*Same as other teachers.*
LIBYA	*Every teacher has the right to apply for membership.*
LUXEMBOURG	*Same as other teachers.*
MALAYSIA	*Same as other teachers.*
MEXICO	*Membership is voluntary for all teachers.*
MOROCCO	*Same as other teachers.*
NETHERLANDS	*No restrictions.*
NEW ZEALAND	*Physical education teachers are welcome and are treated as full participating members like any others. Several branches of the Teachers' Institute have physical educators as chairmen.*
NIGERIA - EASTERN	*In the PHEANER, all members must be professionally qualified.*
NORWAY	*The Norwegian Association for Secondary School Teachers admits as members the full-time physical education teachers, even if they have no university education.*
PAKISTAN - WESTERN	*Same as other teachers.*
PARAGUAY	*All professionally qualified teachers are eligible.*
PHILIPPINES	*Any teacher in physical education; senior students in physical education; and coaches.*

NATIONAL STATUS OF PHYSICAL EDUCATION TEACHERS

COUNTRY	POLICIES GOVERNING MEMBERSHIP OF PHYSICAL EDUCATION TEACHERS IN TEACHERS' ORGANIZATIONS AND OTHER EDUCATIONAL GROUPS
SENEGAL	*No restrictions.*
SOUTH AFRICA	*Teacher must be registered as a teacher at one of the provincial education departments.*
SWEDEN	*Same as other teachers.*
SWITZERLAND	*Same as other teachers.*
THAILAND	*Same as other teachers.*
TRINIDAD & TOBAGO	*Same as other teachers.*
TURKEY	*Physical education teachers are government employees and thus, members of the teaching body of the Ministry of Education or other ministries.*
UNITED STATES OF AMERICA	*Teachers are free to join organizations. Participation is on a voluntary basis.*
UPPER VOLTA	*Teachers are incorporated directly into the teaching profession after their graduation from a French or African institute recognized by Upper Volta.*
URUGUAY	*They may belong to other professional groups.*
VENEZUELA	*Membership is determined by the education law and its regulations as well as by the norms of the Department of Physical Education in the Ministry of Education.*
YUGOSLAVIA	*The physical education teachers have a special professional organization which cooperates with the general teachers' organization.*

STATUS OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

Several questions were directed toward obtaining information about the status and activities of the organizations for physical education teachers. The table on pages 71 to 83 lists the organizations, their purposes, and their relationships with other educational agencies as reported by 75 countries. Fifty-one of the countries reporting have national organizations exclusively for physical education teachers. At least 17 countries have more than one such organization. Some limit membership to administrators; some to men only or women only or to graduates of special institutions or universities; and others are for a specific function, such as research. A number indicated that physical educators are also members of national educational organizations.

Thirty-one mention, in some manner, the improvement and protection of professional interests; 11 mention the organization of lectures and other forms of in-service training; and five state the improvement of salaries, as purposes.

A detailed survey of the participation of physical education organizations in various educational efforts is given in the tables on pages 84 to 96. They list the activities of organizations in the development and establishment of the following: Teaching standards; in-service training and short term courses; student examinations; syllabi and textbooks; and awards for meritorious service.

In some instances a group other than the professional physical education organization is responsible for the above. Where this information was available, it is listed for the appropriate country. The responses indicate that the central educational authority plays a major role, but there is evidence of good cooperation between the several different educational groups within the countries. It appears that good relationships exist among professional organizations and the Ministry of Education in many countries. In some the relationship is less formal, in some the Ministry of Education makes funds available to the national organizations, and in others there is co-sponsorship of in-service education.

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIPS WITH OTHER EDUCATIONAL AGENCIES
AFGHANISTAN	There is no organization as yet for physical education teachers. The Department of Physical Education recently organized a Committee of Sports and Physical Education composed of various sports specialists, the adviser for girls' physical education, and the Director-General of Physical Education. Meetings relating to physical education are held on call with teachers, principals, and other members of the Ministry of Education. This Committee is advisory only, to the Director-General.		Only relationship is through the Director-General of Physical Education.
ARGENTINA	Asociación Profesores Educación Física (APEF); Confederación Argentina Egresados Institutos Nacionales Educación Física (CAEINEF); Asociación Docentes Educación Física (ADEF).	These types of organizations generally have as an aim the joining together of teachers for the purpose of protecting their rights. The organizations sponsor symposiums, lectures, discussions, and short courses.	None.
AUSTRALIA	*The Australian Physical Education Association (APEA). This is the only professional association for all qualified teachers of physical education in Australia.*		*The APEA is an entirely independent organization with its own constitution, executive, and council.*
AUSTRIA	*Die Arbeitsgemeinschaft der Leibeserzieher (Association of Physical Education Teachers).*	*Regional organizations designed to talk over problems in practical work, to organize championships among schools, etc.*	*There are very good relationships with the Ministry of Education; not much contact with other educational agencies.*
	Der Verband der Österreichischen Leibeserzieher (Association of Austrian Physical Education Teachers).		
BELGIUM	*Fédération nationale des associations de docteurs et licencies en éducation physique.*	*To group teachers, to organize courses, conferences, activities, etc.*	*Relationships with the Ministry of Education are few. There are no contacts with other educational agencies.*
	Fédération belge d'éducation physique.	*Purposes are to bring teachers together, to organize courses and lectures, to publish a magazine, to organize post-school gymnastics clubs. In reality there is very little activity.*	
BOLIVIA	Each of the ten Departments of the country has a physical education association, which together form the Federación Nacional de Profesores de Educación Física.	To protect the interests of its members on the professional, social, and administrative levels; to organize competitions and refresher courses, publish bulletins, and disseminate information.	There are normal relations, on professional matters.

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIPS WITH OTHER EDUCATIONAL AGENCIES
BRAZIL	*Associacão de Professores de Educação Fisica do Estado da Guanabara, de São Paulo, do Rio Grande do Sul, de Minas Gerais, de Parana, de Para.*	*The objectives of the Associations are to bring together all the teachers and to protect their common interests.*	*There is no official relationship with the Ministry of Education. There are normal and necessary relations with other scientific and cultural institutions. There is association with the Brazilian Association of Education and the Brazilian Association of Recreation.*
CAMBODIA	At the present time, the physical education instructors are working under the 16 regional offices and the Direction d'Education Physique et Sportive Scolaire et Universitaire.		The regional offices cooperate with the Ministry of Education for the utilization of the instructors.
CANADA	*Canadian Association for Health, Physical Education, and Recreation; physical education sections of provincial education associations; local and regional branches of CAHPER.*		*There are none.*
CHILE	*Association of Physical Education Professors.*	*To promote the field of physical education.*	*The Ministry of Education accepts the Association's opinion at times.*
CHINA	*National Physical Education Association.*	*To improve the physical education profession.*	
	National College of Physical Education Teachers Association and National Secondary Physical Education Teachers Association.	*To improve college and secondary school level's physical education.*	
COLOMBIA	*Asociación Nacional de Profesores de Educación Física.*		*The relationship with the Ministry of Education is merely informative.*
CONGO-BRAZZAVILLE	*There is no organization.*		*Ministry of Education does consult with the teachers on occasion in matters involving examinations and sports meetings.*

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
COSTA RICA	*Association for Physical Education Teachers in Secondary Schools.*	*Makes recommendations to supervisor of physical education on problem areas in physical education.*	
CYPRUS - GREEK	*A branch of the Secondary School Teachers Organization is devoted to physical education.*	*To improve salaries, submit suggestions for improvements in physical education in the schools to the authorities.*	*They discuss salary and periods of work matters with the Ministry of Education.*
CYPRUS TURKISH	None.		
CZECHOSLOVAKIA	*A special trade union for physical education teachers does not exist. There is the Revolutionary Trade Union (ROH) and the Federation of Workers in Education.*	*To look after the teachers' interests.*	*Relationship with the Ministry of Education is good.*
DENMARK	*Danish Gymnastics Teachers Union.*	*Purely educational purposes.*	*The Union receives financial support for publishing a journal of physical education. All teachers are members of the Danish Teachers Union. In addition, specialists in different subjects have special unions.*
DOMINICAN REPUBLIC	*National Association of Physical Education and Sports Teachers.*	*Purpose is to offer public talks, social, and sports activities.*	*There is no other relationship.*
ECUADOR	*Asociación Nacional de Profesores de Educación Física.*	*Improvement of professional and technical status of members; development of professional outlook, and technical proficiency.*	
ENGLAND	*Physical Education Association of Great Britain and Northern Ireland.*	*Association for specialists in schools and colleges, organizers, and inspectors (men and women).*	*Relationship with the Ministry of Education is good. They give advice. Only the CCPR is subsidized from government funds. They have a good advisory capacity with the educational agencies.*
	British Association of Organizers and Lecturers of Physical Education.	*Self explanatory.*	
	Central Council of Physical Recreation (not specifically for teachers).	*A coordinating body which serves the voluntary organizations and national bodies of games and sports.*	
	Physical Education Principals Associations.	*For principals of specialist colleges in England, Scotland, Wales, and Northern Ireland.*	

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
FINLAND	*Physical Education Teachers Association (Suomen Voimistelunopettajain).*	*A professional association for keeping in-service teachers up-to-date by publishing a magazine and representing teachers of physical education in other teachers associations.*	*They are supported by the government through the Ministry of Education.*
	Primary School Teachers Association (or as it is nowadays called: Finnish Teachers Association - Suomen Opettajain Liitto) physical education branch included in its organization Kansakoulunopettajain Liikuntakasvatusliitto.	*It organizes competitions for teachers as well as students.*	
FRANCE	*Syndicats (Unions).*	*To protect materials and professional interests of teachers.*	*Relationships with the Ministry of Education through professional committees; association - hearings.*
	Amicale des Anciens Eleves de l'E.N.S.E.P.S.	*To protect material and professional interests of teachers, of ENSEPS; dissemination of ideas and methods through magazine, Education Physique et Sport.*	*Through interviews. Both have direct relationships with other educational agencies.*
GAMBIA	*None exist.*		
GERMANY	*Ausschuss Deutscher Leibeserzieher (ADL) coordinating: Arbeitsgemeinschaft Deutscher Lehrerverbände (AGDL); Arbeitsgemeinschaft der Direktoren der Institute für Leibesübungen (AID); Arbeitskreis Pädagogischer Hochschulen, Fachgruppe Leibeserzieher; Bundesverband Deutscher Leibeserzieher (BVDL). Besides these there are some other bodies of teachers organizations for teachers of special sports.*		*Sometimes financial help for leadership courses, assistance, conferences, international exchange, is received from both state ministries and the Ministry for Inner Affairs, Section Sport. There are governmental sections for physical education in school or sports in out-of-school activities. Sometimes financial help, sometimes educational assistance.*
GHANA	*The Physical Education Association of Ghana.*	*To promote the advancement of physical education in Ghana; to promote a closer and more cooperative relationship among persons engaged in physical education; to promote the profes-*	*The association is recognized by the Ministry of Education and may at any time be required to submit views and recommendations on aspects of physical*

(Continued)

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
GHANA		*(Continued)* *sional efficiency of its members; to promote a more general understanding and a better appreciation of the importance of physical education; to engage in original research and make available information concerning physical education and games; to cooperate with other bodies connected with the promotion of health in the furtherance of its aims and objectives.*	*education for the consideration of the Ministry.* *The association is a subject association of the Ghana National Association of Teachers and receives help, financial and otherwise in the furtherance of its aims and objectives.*
GREECE	*Union of Physical Education Teachers.*	*Mainly to better the status of the branch.*	*No relationship with the Ministry of Education and other educational agencies.*
	Union of Teachers in Secondary Schools.	*Mainly to better the status of the whole branch.*	
GUATEMALA	*Asociación Mutalista de Profesores de Educación Física.*	*Economic support to members; union aid.*	*Collaborates with organizations to improve physical education.*
GUYANA	*Teachers of physical education are members of the Guyana Teachers' Association since no other organization is there to which they can affiliate themselves.*		
HUNGARY	*Section of physical education teachers in the General Teachers Trade Union.*	*To promote professional unification.*	*They serve in a consultant capacity with the Ministry of Education as well as with other educational agencies.*
ICELAND	Iprottakennarafelag Islands (Iceland's Physical Education Teachers Association)	Salary; allowances; courses; discussion; arranging school meetings where gymnastics, games, and athletics are shown.	
INDIA	*State Physical Education Associations; National Physical Education and Health Associations; All-India Association of Colleges of Physical Education.*	*Activities restricted to the individual states of the union.*	*No official relationship. Recommendations and resolutions of these bodies needing the attention of the Ministry are forwarded to the Ministry and other agencies.*
	Alumni Associations of Colleges.	*These consider and promote professional matters.*	
	Indian Association of Teachers of Health, Physical Education, and Recreation.		

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIPS WITH OTHER EDUCATIONAL AGENCIES
IRAQ	*In Iraq, there are no organizations for physical education teachers. The University of Baghdad is the only college in Iraq for physical education. Its purpose is to train physical education teachers for intermediate and secondary schools. Usually, the Ministry of Education appoints physical education teachers which are needed in the schools of Iraq at all levels.*		
	There is also a non-governmental organization for physical education teachers in Iraq. This organization is called The Iraqi Association for Physical Education (IAPE). It was established in February 1965. Its main purposes are to establish a continuous relationship with all members of the physical education profession in Iraq through educational publications and current information; to support members in this profession; and to participate in national and international conferences and meetings.		*This association has no direct contact with the Ministry of Education or any other governmental contact, but it cooperates with educational agencies and physical education and sports organizations.*
IRELAND	*St. Raphael's College has a Past Students' Union.*	*To help individual members and to promote physical education.*	
ISRAEL	*Physical Education Teachers Association.* *Physical Culture Teachers' Association (private teachers).* *Organization of Teachers of Rhythmics.*		*They cooperate with the Ministry of Education through the General Teachers' Union. There is also cooperation with other educational agencies.*
ITALY	*A.N.E.F., F.N.I.E.F., A.N.D.E.S.-I.S.E.F., U.N.D.I.E.F., and F.I.S.A.M.*	*Purposes are about the same: to promote studies, research, and publications; to carry on initiatives in the teaching of physical education for the betterment of its development.*	*The relationship with the Ministry of Education is not too good.*
	National Union of Kinesiologists.	*Works for the official recognition of the professional activity of physical education teachers in extra-scholastic fields.*	*The relationship with the Ministry of Education is not too good.*
JAPAN	*Japan Physical Education Teacher Association (junior & senior high school teachers belong to this association).*	*To improve the status of teachers.*	*Each organization is independent and non-governmental. The Japanese Society of Physical Education belongs to the Japanese Council of Scientific Research Organizations.*
	Japanese Society of Physical Education (many researchers belong to this society).	*To exchange results of study and research and to promote and elevate scientific level of physical education.*	

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COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
JAPAN *(Continued)*	*Senior High School Athletic Association.*		
	Physical Education Association of Elementary School.		
KENYA	*The Ministry of Education coordinates and organizes all activities in schools and colleges. The relationship between the physical educators and the Ministry of Education is good.*		
KOREA	*Korea School Physical Educational.*	*To help sound development of school physical education.*	*This group is controlled and supervised by the Ministry of Education. The associations are independent of the educational agencies, but cooperate with each other.*
	Korea Physical Education Teachers Association.	*To promote friendship and cultivate professional ability.*	
	Recreation Association, Inc.	*To promote leadership in the recreation field.*	
	Institute of Sports Science.	*To conduct research work.*	
LIBERIA	*Liberian Society for Health, Physical Education, and Recreation.*		*It is a part of the educational program through the Bureau of Physical Education. It is also an affiliate of the National Teachers Association of Liberia.*
LIBYA	*Local Olympics Committees and sporting clubs.*		*There is occasional contact with the Ministry of Education; mostly with the Ministry of Social Affairs.*
LUXEMBOURG	*Association des professeurs d'éducation physique de l'enseignement secondaire.*	*To protect collective and individual professional interests; to establish coordination with the various branches of education; to study matters pertaining to the teaching of physical education and sports, from the technical and professional point of view; to offer its services to the educational authorities in connection with the settlement of problems concerning physical education and sports.*	*There are excellent relations and good cooperation with the Ministry of Education. Normal relations with other educational agencies.*
MALAGASY REPUBLIC	*As teachers and instructors are still in insufficient number, they have no union to date.*		

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
MALAYSIA	*Physical Education Association of the Federation of Malaysia.*	*To promote the interests of physical education teachers and raising of teaching standards in physical education; to provide for the dissemination of knowledge and current thinking in physical education; to assist in community health physical education, and recreation programs; and to participate in the international exchange of physical education knowledge.*	*The formation of the Physical Education Association of the Federation of Malaysia has the blessings of the Ministry of Education, and plans are in hand for the Association to work closely with the Ministry in in-service training of teachers. The Association has aroused interest among educational agencies, such as the Teachers Union and the Headmasters Association.*
MAURITANIA	**None at the present time.**		
MEXICO	*Asociación Méxicana de Profesores de Educación Física, with state associations.*	*In theory they work for professional improvement and an increase in social and cultural status for physical education. According to the law, the graduate physical education teachers make up the Colegio Nacional de Profesores de Educación Física.*	*There is only occasionall contact with the Ministry of Education to settle matters of interest to the Association's members. There is no contact with other educational agencies.*
MOROCCO	*Physical education interests are provided for by the Ministry of Education, Under Secretary's Department for Youth and Sports, clubs, and national federations.*	*To promote sports and physical education among Moroccan youth.*	*There is no professional physical education organization in Morocco. The government and the private sector cooperate when aims and means make it possible.*
NETHERLANDS	*Royal Dutch Society of Teachers of Physical Education.*		*It has excellent relations with the Ministry of Education, states, and sporting committees.*
	Catholic Society of Teachers in Physical Education.		*This is a study organization.*
NEW ZEALAND	*New Zealand Educational Institution (primary teachers, post-primary teachers, including physical education).*	*To promote the interests of teachers and teaching.*	*All have consultative and advisory relationships with the Ministry of Education and with other educational agencies.*
	Post-primary Teachers Association (includes physical education teachers).	*To promote the interest of such teachers and of secondary schools.*	
	Physical Education Society of New Zealand (all health, physical education, and recreation teachers).	*To promote the interests of the profession.*	

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
NIGERIA - EASTERN	*Physical and Health Education Association of Nigeria (for members of the profession).*	*To prepare programs, hold seminars, short courses, and improve members professionally and cooperate with the Sports Commission.*	*The PHEANER cooperates with the Sports Commission which is a commission under the Ministry of Education. The PHEANER organizes seminars and courses for teachers under this Ministry. The PHEANER cooperates with the Department of Physical Education of the University of Nigeria in running short courses and seminars.*
	Regional Sports Commissions (include non-professional men and women).	*To organize and administer sports among sporting clubs and educational institutions. This is a statutory commission.*	
NORWAY	*There are local associations of physical education teachers; a national association comprising the above; and various teachers organizations have committees for the handling of problems relating to physical education.*	*To arrange professional lectures, discussions, and courses.*	*No relationships.*
PAKISTAN - EASTERN	*Health and Physical Education Association of East Pakistan.*	*To improve physical education by giving professional suggestions and guidance to the teachers for better efficiency. A journal is issued by the Association with a view to keep the physical educators informed of the latest developments in the field.*	*They offer suggestions for improvement of the profession to the Ministry of Education. The same for the other educational agencies.*
PAKISTAN - WESTERN	*Regional, provincial, and national associations have started functioning recently.*	*To better and uplift the profession.*	*There is no liaison as yet, except in the form of submitting requests for a resolution.*
PANAMA	Asociación Nacional de Profesores y Maestros de Educación Física.	Professional advancement, better relations between physical education teachers, protection of professional interests.	There are technical and social relationships with the Ministry of Education and professional relationships with other educational agencies.

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
PARAGUAY	*Asociación de Profesores de Educación Física.*	*Action for professional recognition of its members; organization of refresher courses under foreign teachers, lecturers, etc.; economic assistance to members, credit unions; assistance in case of differences between members of teaching units or sports clubs.*	*The Association is independent; no connections with other agencies.*
PERU	*Asociación Nacional de Profesores de Educación Física (ANPEF).*	*Includes all graduates of the National Institute for Physical Education.*	*The Association of Physical Education Teachers has occasional and indirect relations with the Ministry of Education representing the Peruvian physical education profession.*
	Consejo Consultivo Peruano de Aptitudes Físicas.	*Studies physical fitness and encourages adoption of the physical fitness test recommended by the American Association for Health, Physical Education, and Recreation, internationalizing it with a view of world comparison.*	*The Council submits data about the implementation of the physical fitness test from the AAHPER.*
	Federación Internacional de Educación Física (International Federation of Physical Education, Peru Branch).		
PHILIPPINES	*Physical Education Association of the Philippines.*	*To up-grade status of physical education teachers; to encourage research; and to call meetings and invite prominent speakers on physical education.*	*No relations with the Ministry of Education and other educational agencies.*
POLAND	*All teachers belong to the Polish Teachers Union.*		*There are collaboration and cooperation in all essential matters with the Ministry of Education and educational agencies.*
SENEGAL	*The Union.*	*Protects the rights of its associate members.*	*It submits the problems of its members to the Ministry of Education. A good relationship is maintained.*

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
SOUTH AFRICA	South African Association of Physical Education and Recreation.	A professional association.	Relationships are good with the Ministry of Education and other educational agencies.
	South African Teachers Council.	Improves research on fitness.	
	State Department of Sport and Recreation.		
SPAIN	Women Teachers organizations (physical education branches in all provincial capitals and large towns).	Extension of women's physical education, organization of physical education activities and protection of professional interests of teachers.	The whole program is implemented with the cooperation of the Ministry of National Education. The National Board of Physical Education and Sports gives advice and economic protection. Relationships are excellent.
SWEDEN	Svenska Gymnastikläraresällskapet (for all teachers of physical education).	Similar to those of a trade union.	Relationship with the Ministry of Education is through the Board of Education. The organization can, of course, take direct action with the Ministry. Svenska Gymnastiklärae sällskapet is a part of the academic teachers organization, Läroverkslärarnas Riksförbund.
	G.C.I. (Royal Central Gymnastic Institute) and Föreninger G.C.I. (fellow club for female teachers of physical education with a diploma from Gymnastikochidrottshögskolan).	Both organizations arrange courses and have some funds.	
SWITZERLAND	Swiss Society of Physical Education Teachers (90% of the members are teachers of all subjects).	To arrange weekly 2-hour training or demonstration lessons and voluntary courses during holidays.	Both Societies are represented in the Swiss Commission of Gymnastics and Sports, the consultative body for all questions on physical education and sports of the federal authorities.
	Swiss Society of Professional Physical Education Teachers (grammar schools, teacher training colleges and universities).	To arrange voluntary courses for improvement and personal training; to cooperate in questions of methods, manuals, curriculum, etc.; and to study salary policy and general status of physical education teachers.	
SYRIA	Directorate of Physical Education.	To organize physical education; to train specialists to teach physical education in elementary and secondary schools.	The Directorate is attached to the Ministry of Education.
THAILAND	Thailand Health, Physical Education, and Recreation Association.	Similar purposes as those of the AAHPER - U.S.A.	There is unofficial cooperation with the Ministry of Education and educational agencies.

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PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
THAILAND *(Cont'd.)*	*Physical Education Alumni Association.*	*To maintain contact with graduates of the College of Physical Education and promote physical education throughout Thailand.*	
TRINIDAD & TOBAGO	*National Association of Physical Education and Recreation.*	*To stimulate interest in physical education and to collect and distribute information on physical education. This is a voluntary organization and there are members who are not specialists, but are interested in the subject.*	*The Ministry of Education recognizes this organization. There is no cooperation with other educational agencies.*
TURKEY	*Turkish Physical Education Teachers Association.*	*To maintain relationships among physical education teachers; to make possible professional publications; to promote the status of physical education teachers.*	*No relationships exist between the Association and the Ministry of Education. The Association is a member of the Federation of Turkish Teachers.*
UNITED ARAB REPUBLIC	*Union of Graduates of Higher Institutions of Sports Education.*	*Social aims, cultural aims, recreational aims, and professional growth.*	*There are no relationships with the Ministry of Education. It has membership in the Teachers Syndicate.*
UNITED STATES OF AMERICA	*American Association for Health, Physical Education, and Recreation; National College Physical Education Association for Men; National Association for Physical Education of College Women; American College of Sports Medicine; Phi Epsilon Kappa and Delta Psi Kappa (honorary societies); American Academy of Physical Education; State Directors of Health, Physical Education, and Recreation.*	*Purposes of the AAHPER are to strengthen and improve school and community programs of health, physical education, and recreation throughout the nation; to increase public understanding and appreciation of the value of these programs to children, youth, and adults; and to help increase the personal and professional benefits of members. Other organizations have similar but more specific purposes for specialized membership.*	*These organizations are associated with state government educational agencies and with the U.S. Office of Education only in a voluntary, advisory, and consultative capacity. Cordial cooperative relationships exist with affiliated groups.*
UPPER VOLTA	*Syndicat national des enseignants africains de Haute Volta*	*To encourage economic and social development; to promote education of the masses; to protect the interests of teachers.*	*There is close cooperation with the Ministry and other educational agencies.*
URUGUAY	*APEFU*	*To improve teaching.*	*There is very cordial cooperation between this group and the Ministry of Education and other educational agencies.*

PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	NAME OF ORGANIZATION (S)	PURPOSES	RELATIONSHIP WITH OTHER EDUCATIONAL AGENCIES
VENEZUELA	*College of Venezuelan Teachers (for graduates of the Pedagogical Institutes of Caracas and Barquisimeto.* *Venezuelan Federation of Teachers (for teachers of primary and secondary schools).*		*There is an official relationship with the Ministry of Education and there is a technical relationship with other educational agencies.*
VIET NAM	*Physical Education Teachers Union (not in existence at present).*	*To keep close relations between physical education teachers; to exchange experiences to improve physical education techniques; to help physical education teachers to defend their rights.*	*There is a technical relationship with the Directorate General of Youth.*
YUGOSLAVIA	*Urban, state, and People's Republic organizations of physical education teachers, instructors, and professors.*	*Organizations are concerned with professional, economic, and social problems.*	*There is cooperation with the Ministry of Education concerning all problems of physical education in schools and status of physical education teachers.*

ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

	PARTICIPATION OF PHYSICAL EDUCATION ORGANIZATIONS IN DEVELOPMENT AND ESTABLISHMENT OF	
COUNTRY	TEACHING STANDARDS	IN-SERVICE TRAINING AND SHORT-TERM COURSES
ARGENTINA	1963 - Professional organizations of physical education teachers do not deal with these matters.	
AUSTRALIA	*1967 - In general, the APEA is not directly concerned with the establishment of teaching standards, but has laid down (and watches over) a professional "ethical code" to be kept by its members.*	*1967 - State branches of the APEA conduct refresher courses, vacation camp courses, professional meetings (plus tutorials and demonstrations) concerned with new developments and ideas in physical education.*
AUSTRIA	*1967 - There is participation.* 1963 - Only in the field of physical education.	*1967 - Much of the work is done by the Arbeitsgemeinschaften der Leibeserzieher (associations of physical educators).* 1963 - Yes, for physical education teachers.
BELGIUM	*1967 - No participation.* 1963 - No participation in any of these activities.	*1967 - The university associations organize in-service training courses for their members. The value of these courses is rather unequal.* 1963 - No participation in any of these activities.
BOLIVIA		1963 - With the help of the National Direction of School Physical Education, the associations of physical education teachers have been able to organize refresher courses with considerable success.
BRAZIL	*1967 - The teaching standards for the intermediate and secondary levels are established by the Direction of Physical Education of the Ministry of Education; for the primary schools they are established by the Secretary's Office of the State.*	*1967 - The associations carry out courses and other activities.* 1963 - The associations organize holiday and other courses for the teachers in physical education schools.
CANADA	*1967 - They give consultation.*	*1967 - The Departments of Education arrange these courses.*
CHILE	*1967 - They give opinions.*	*1967 - They participate in the planning and carrying out of these courses.*
CHINA	*1967 - Any member of the organization may apply to participate.*	
COLOMBIA	*1967 - Recommendations made by congresses and seminars.* 1963 - Same as 1967.	
CONGO-BRAZZAVILLE	*1967 - The annual curriculum is prepared in a general meeting of sports and physical education staff and confirmed by the Directorate of Sports.*	*1967 - At the present, the Director of Sports in cooperation with the teachers is in charge of in-service training and - responsible for the various specialties.*

ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	PARTICIPATION OF PHYSICAL EDUCATION ORGANIZATIONS IN DEVELOPMENT AND ESTABLISHMENT OF	
	TEACHING STANDARDS	IN-SERVICE TRAINING AND SHORT-TERM COURSES
CONGO - KINSHASA	1963 - No participation in any of these activities.	
COSTA RICA	*1967 - Matters on the development and establishment of teaching standards and in-service training and short-term courses are brought up for review and discussion at the associations meetings; the supervisor of physical education is the one who acts on these matters.*	
CYPRUS - GREEK	*1967 - These are organized by the Physical Education Department of the Ministry of Education.* 1963 - They have meetings and exchange ideas on this subject.	
CZECHOSLOVAKIA	*1967 - The Federation of Workers in Education through committees takes care of everything, i.e. teaching plans, methods, etc.*	
DENMARK	*1967 - Participation in all these activities is similar to that of teachers organizations in other subject matter areas.* 1963 - Same as 1967.	
DOMINICAN REPUBLIC	*1967 - None.* 1963 - Since it is a new organization, participation is only in the preparation of plans.	*1967 - None.* 1963 - Several projects are being prepared to raise the educational level in the country.
ECUADOR	*1967 - At the national meeting of the association, the General Director consults all teachers concerning orientation and the methods to be used in physical education at the various levels. The current plan of physical education is amply discussed and approved by all the teachers.* 1963 - Same as 1967.	
ENGLAND	*1967 - Organization of conferences.* 1963 - Not much participation. In times of need the association sends deputations to the Ministry of Education.	*1967 - They participate at the national and regional levels.* 1963 - The Physical Education Association runs holiday courses. The Association of Training Colleges runs vacation courses. The Central Council of Physical Recreation offers courses both during the school year and during vacation.
FINLAND	*1967 - The National Board of Schools, a collegiate central bureau under the Ministry of Education, exercises control and supervision over the general and adult education, teacher training institutions, and library services. The professional organizations can be questionned in the matter.* 1963 - continued	*1967 - They arrange training courses for in-service teachers, usually in cooperation with the National Board of Schools.* 1963 - continued

ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

	PARTICIPATION OF PHYSICAL EDUCATION ORGANIZATIONS IN DEVELOPMENT AND ESTABLISHMENT OF	
COUNTRY	TEACHING STANDARDS	IN-SERVICE TRAINING AND SHORT-TERM COURSES
FINLAND (continued)	1963 - The Association works to keep the standards high, especially in primary schools, where teachers are needed. Plans are now needed to raise standards of preparation for physical education teachers. The Association tries to increase number of classes in physical education and to develop methods.	1963 - Arranges own courses. Provides teachers for courses organized by other groups for school youth and adults. These are frequent.
FRANCE	*1967 - Participates in commissions charged with studying educational reforms.* 1963 - Same as 1967	*1967 - Provides leadership.* 1963 - Same as 1967.
GERMANY	*1967 - Normally, the physical education organizations have opportunities to participate in these matters through giving advice and suggestions or by sending representatives or members to the special councils concerned. Sometimes, if there are differences or difficulties, the organizations may present a report; there has been some success with this technique.* 1963 - Same as 1967	
GHANA	*1967 - There is nothing officially established.*	*1967 - In-service training, holiday and short-term courses are organized from time to time by the Association in conjunction with the Ministry of Education. Courses are organized for both part-time and full-time physical education teachers.*
GREECE	*1967 - This is planned by the Pedagogical Institute which is a new research advisory body at the Ministry of Education level.* 1963 - The association works toward development of teaching standards.	
GUATEMALA	*1967 - The professors of physical education are generally ruled by the programs in operation.*	*1967 - Supervisors organize meetings, sessions, courses, educational plans, evaluation speeches. The Direction of Physical Education took an active part in the past seminar of physical education.*
HUNGARY	*1967 - Occasional participation.*	*1967 - Occasional participation.*
ICELAND	1963 - Participates by taking part in the work of committees. At meetings, puts forward requests asking for higher standards in physical education.	1963 - Arranges holiday and short-term courses.
INDIA	*1967 - Very limited at present, but will increase.*	*1967 - Some colleges of physical education organize in-service training courses. State education departments give help (financial) for in-service training.*
	1963 1963 - The organizations are still in their developmental stage and hence there is very little participation. Occasionally, but rarely, they conduct some holiday courses.	

ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

	PARTICIPATION OF PHYSICAL EDUCATION ORGANIZATIONS IN DEVELOPMENT AND ESTABLISHMENT OF	
COUNTRY	TEACHING STANDARDS	IN-SERVICE TRAINING AND SHORT-TERM COURSES
IRAQ	*1967 - As far as the College of Physical Education is concerned, it has great influence on training and teaching standards of physical education in the whole country.*	*1967 - They assist in the in-service training and short-term courses as well as cooperate in the curriculum guide development.*
ISRAEL	*1967 - No participation.*	*1967 - They have membership on committees.*
ITALY	*1967 - No participation.*	*1967 - The U.N.C. organizes annually professional courses of medical exercise, obstetric exercise, etc. with practical work at hospitals, centers, etc.*
JAPAN	1963 - No.	*1967 - Yes.* 1963 - Yes.
KENYA		*1967 - Overseas teachers only.*
KOREA	*1967 - They control and supervise.*	*1967 - Seminars are conducted under the auspices of the Ministry of Education and Teachers Colleges several times a year.*
LIBERIA	1963 - The organization as such does not participate in these activities.	
LIBYA	*1967 - No participation.*	
LUXEMBOURG	*1967 - Writes letters to the Ministry of Education.* 1963 - Same as 1967.	*1967 - Sends requests to the Ministry, which usually grants an allowance for summer school and in-service courses.* 1963 - Same as 1967.
MALAYSIA	*1967 - The Physical Education Association assists teachers in the publication of materials on teaching and the latest developments in physical education.* 1963 - Plans will be prepared soon (association is only two years old).	*1967 - As yet the Physical Education Association has not embarked on such projects mainly because of economic reasons.* 1963 - Plans are being made to hold short courses for members of the Physical Education Association of Malaya; these courses will be extended to all other members of the teaching profession.
MEXICO	1963 - None.	*1967 - The General Direction of Physical Education and the National School of Physical Education organize courses and seminars.* 1963 - None.
MOROCCO	*1967 - Only the government establishes these standards.*	*1967 - Only the government decides.*
NETHERLANDS	*1967 - They all participate.*	*1967 - They all participate.*
NEW ZEALAND	*1967 - The professional society is consulted and offers advice on training, curriculum, equipment, facilities, etc. to the Central Department.* 1963 - continued.	*1967 - The organization conducts an annual in-service course for teachers. It also conducts annual examinations for the Society's Associateship Diploma.* 1963 - continued.

	PARTICIPATION OF PHYSICAL EDUCATION ORGANIZATIONS IN DEVELOPMENT AND ESTABLISHMENT OF	
COUNTRY	TEACHING STANDARDS	IN-SERVICE TRAINING AND SHORT-TERM COURSES
NEW ZEALAND (continued)	1963 - Organizations submit suggestions on curriculum, equipment, facilities, etc. to the Central Department of Education.	1963 - Organize some holiday and short-term courses for teachers, although most of this is done by the Central Department of Education.
NIGERIA - EASTERN	*1967 - The association runs a newsletter publication dealing with the teaching and supervision of physical education in schools. This is to help the members. There is no direct power towards the end.*	*1967 - Members participate in these in cooperation with the Ministry of Education, Sports Commission, and the University of Nigeria.*
NORWAY	*1967 - Participate as members of committees appointed by the organizations. They give advice in connection with plans.* 1963 - Same as 1967.	*1967 - Physical education teachers are appointed members of committees on education standards, etc. if physical education is involved.* 1963 - The different divisions of the teachers organizations arrange short courses during the winter and summer holidays.
PAKISTAN - EASTERN	*1967 - Articles are written in the physical education journal.*	*1967 - They hold short training courses.*
PAKISTAN - WESTERN	*1967 - Very few occasions.*	*1967 - Very few occasions.*
PANAMA	1963 - Always participate in the development of such standards.	1963 - Courses during holidays and also during the school year.
PARAGUAY	*1967 - No participation.* 1963 - Only make suggestions.	*1967 - A course on teaching methods and techniques is given annually.* 1963 - Close Liaison with the Ministry of Education.
PERU	*1967 - They participate, through delegates, in the elaboration of plans and programs which must be followed in the Peruvian physical education program at all levels of education.* 1963 - Same as 1967.	*1967 - Short vacation courses on different physical education techniques are organized under the sponsorship of the Association and Consultative Council of Physical Fitness. In 1960, a National Physical Education Symposium was organized and in 1961 a National Convention on Physical Fitness was held.* 1963 - Same as 1967.
PHILIPPINES	1963 - Professional physical education organizations are not consulted in this matter.	1963 - The Philippine Amateur Athletic Federation holds summer classes in physical education. The Association encourages members to take in-service training, coaches clinics, and advanced courses, whenever and wherever they are held.
POLAND	*1967 - The teachers may pronounce their opinions as representatives of their centers on all professional questions. They may submit their suggestions to the authorities and develop promotional activities concerning physical education.*	
SENEGAL		*1967 - The same as in France.*

ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	PARTICIPATIONS OF PHYSICAL EDUCATION ORGANIZATIONS IN DEVELOPMENT AND ESTABLISHMENT OF	
	TEACHING STANDARDS	IN-SERVICE TRAINING AND SHORT-TERM COURSES
SOUTH AFRICA	*1967 - Advisory capacity only; make suggestions.* **1963 - Same as 1967.**	*1967 - The associations of physical education and recreation have certain sections (women's, lecturers, recreational), and these frequently organize short courses.* **1963 - Same as 1967.**
SWEDEN	*1967 - The Board of Education always cooperates with the Sv. Gymnastiklärsällsk about teaching standards.* **1963 - Cooperates with the Board of Education. Representatives of the physical education teachers organizations compose most of the working membership of the committees of the Board of Education.**	*1967 - The Board of Education regularly arranges courses in cooperation with the Sv. Gymnastiklärsällsk. The Board pays for all the costs.*
SWITZERLAND	**1963 - Physical education teachers participate in these activities in adequate proportion.**	
THAILAND	*1967 - No participation.*	*1967 - Very permissive.*
TRINIDAD & TOBAGO	*1967 - This organization is only two years old and it has been unable to influence the teaching of physical education in the schools to date.*	*1967 - Short courses have been organized for teachers, but these have been limited to one two-hour session per week for about eight weeks.*
TURKEY	**1963 - The Association publishes a quarterly, arranges professional performances, and conducts public relations activities, to date.**	
UNITED ARAB REPUBLIC	*1967 - Participate only at their capacity according to the position which they are holding.*	
UNITED STATES OF AMERICA	*1967 - Professional organizations feel a responsibility for developing standards and guidelines and for sharing their views with agencies responsible for setting standards.*	*1967 - Professional organizations sponsor and conduct some; cooperate with state and local school systems, colleges, universities, and other agencies.*
UPPER VOLTA		*1967 - Some professionals are sent abroad for specialized training.*
URUGUAY	*1967 - Organizations voice their suggestions to the National Commission of Physical Education.*	*1967 - They give clinics and courses for better teaching methods.*
VENEZUELA	*1967 - No participation.*	*1967 - They are commissioned by the Ministry of Education to give courses.*
VIET NAM	*1967 - No participation.*	*1967 - No participation.*
YUGOSLAVIA	*1967 - They act in an advisory capacity.*	*1967 - They organize professional courses and seminars.*
ZAMBIA		*1967 - Short term courses are sometimes organized by the Inspector of Physical Education.*

ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	PARTICIPATION IN THE DEVELOPMENT OF STUDENT EXAMINATIONS
AUSTRALIA	*1967 - No examinations are held by the Association.*
AUSTRIA	*1967 - Participates in an advisory capacity.* **1963 - Same as 1967.**
BELGIUM	*1967 - No participation.*
BRAZIL	*1967 - No participation.*
CHILE	*1967 - No participation.*
CHINA	*1967 - Any member of the organization may apply to participate.*
COLOMBIA	*1967 - No participation.* **1963 - Provides information.**
CONGO - BRAZZAVILLE	*1967 - Sports and physical education tests depend entirely on our initiative after receiving the instructions of the Directorate of Education.*
DOMINICAN REPUBLIC	*1967 - No participation.*
ENGLAND	*1967 - No participation.*
FRANCE	*1967 - Participate in the committees establishing the programs and participate as members of the examining board.* **1963 - Same as 1967.**
GERMANY	*1967 - No participation.*
GHANA	*1967 - Student examinations, by policy, are conducted by the Specialist Training College and supervised by the University College of Cape Coast and the Ministry of Education.*
GUATEMALA	*1967 - Participate in partial and final examinations at all educational levels.*
HUNGARY	*1967 - Occasional participation.*
ICELAND	**1963 - Discusses the planning of fests and examinations in gymnastics and games.**
ITALY	*1967 - No participation.*
JAPAN	*1967 - No participation.* **1963 - No participation.**
LUXEMBOURG	**1963 - Participates through written proposals.**
MEXICO	*1967 - Participate at the end of semesters and at the end of the year.*
NETHERLANDS	*1967 - No participation.*
NEW ZEALAND	*1967 - The Society conducts annual examinations for an Associateship Diploma and organizes classes.*
NIGERIA - EASTERN	*1967 - Members are responsible for the practical and theoretical examinations in this subject for student teachers and discuss programs during the meeting. The PHEANER has no official control over this.*
NORWAY	*1967 - No participation.*
PAKISTAN - EASTERN	*1967 - The physical education teacher of a particular school is responsible for holding physical education tests for the students.*

OTHER ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	PARTICIPATION IN THE DEVELOPMENT OF STUDENT EXAMINATIONS
PERU	*1967 - Physical education examinations are compulsory and are held bi-monthly at the secondary level and there is an annual examination at the primary level.*
PHILIPPINES	*1967 - No participation.* 1963 - These matters are left entirely in the hands of the school authorities.
SENEGAL	*1967 - They participate in the local and general inspections.*
SOUTH AFRICA	*1967 - No participation.* 1963 - No participation.
THAILAND	*1967 - No participation.*
TRINIDAD & TOBAGO	*1967 - No participation.*
UNITED STATES OF AMERICA	*1967 - In some instances, they develop evaluation devices for use in schools, colleges, and community agencies.*
VENEZUELA	*1967 - Participate in this aspect at the experimental institutions.*
VIET NAM	*1967 - Some participation.*
YUGOSLAVIA	*1967 - Participation in the proposals for examination system and verification of students' knowledges as well as classification.*

ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	PARTICIPATION IN THE DEVELOPMENT OF SYLLABI AND TEXTBOOKS
AUSTRALIA	*1967 - The Association publishes its own physical education journal which contains research reports, articles dealing with the various aspects of physical education in Australia and overseas, critical evaluation of and experiments with the physical education programs both educational and recreational, and regular book reviews. The journal also informs its readers about the work of international bodies, conferences, etc.*
AUSTRIA	*1967 - Participates in an advisory capacity.* 1963 - Same as 1967.
BELGIUM	*1967 - No participation.*
BRAZIL	*1967 - No participation.*
CANADA	*1967 - Committees, councils, and boards are set up for this purpose.*
CHILE	*1967 - No participation.*
CHINA	*1967 - Any member of the organization may apply to participate.*
COLOMBIA	*1967 - No participation.* 1963 - Provides information.
CONGO - BRAZZAVILLE	*1967 - They participate according to the specialties of each after the general meeting of the sports and physical education staff.*
CYPRUS - GREEK	*1967 - These are organized by the Physical Education Department of the Ministry of Education.*
DOMINICAN REPUBLIC	*1967 - No participation.* 1963 - Do not have textbooks.
ENGLAND	*1967 - No participation.* 1963 - No syllabi. Textbooks or booklets have been prepared on various sports and dances. There are also listings or records and films
FINLAND	*1967 - All textbooks must be approved by the National Board of Schools.*
FRANCE	*1967 - Participation only through personal work.* 1963 - Same as 1967.
GERMANY	*1967 - There is participation.*
GREECE	*1967 - This is done by the Pedagogical Institute.*
GUATEMALA	*1967 - This year professors were invited to elaborate and guide the oriented, directed, and advised plans of the supervisors of the Director of Physical Education.*
HUNGARY	*1967 - Occasional participation.*
ICELAND	1963 - Prepares suggestions regarding syllabi.
ISRAEL	*1967 - There are members on committees.*
ITALY	*1967 - No participation.*
JAPAN	*1967 - There is participation.* 1963 - Participates in development of syllabi and textbooks.
KOREA	*1967 - Physical education teachers appointed by the Ministry of Education participate.*

OTHER ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	PARTICIPATION IN THE DEVELOPMENT OF SYLLABI AND TEXTBOOKS
LUXEMBOURG	*1967 - Sends proposals and suggestions to the Ministry of Education.* 1963 - Same as 1967
MALAYSIA	*1967 - Members of the P.E.A. are co-opted for the preparation of syllabi, etc.* 1963 - Association members have been responsible for the production and the subsequent review of the national syllabi of physical education currently in use for all school levels.
MEXICO	*1967 - Guidebooks are developed by the National School of Physical Education with methods from the General Direction of Physical Education of the Department of Public Education.*
MOROCCO	*1967 - Only the government makes decisions concerning syllabi, curriculum guides, and textbooks.*
NETHERLANDS	*1967 - There is participation.*
NEW ZEALAND	*1967 - There is consultation between the Central Department of Education and the Society on textbooks and other materials.* 1963 - Organizations are consulted by the Central Department on all texts. They make suggestions and set up committees.
NIGERIA - EASTERN	*1967 - Arrangements are being made to produce modern syllabi and curriculum guides by members of PHEANER. A few members have written textbooks now being used in the schools.*
NORWAY	*1967 - Physical education teachers are appointed members of committees on education standards, if physical education as such is involved.* 1963 - Serve as members of committees and give advice in connection with plans.
PAKISTAN - EASTERN	*1967 - They impart instructions as per syllabi framed by the government and the Board of Education.*
PARAGUAY	*1967 - No participation.* 1963 - The association publishes bulletins as a means of information for its members.
PERU	*1967 - There are several handbooks and textbooks written by physical education teachers and a handbook on basic programs elaborated by the Direction of Physical Education. No textbook is compulsory.*
PHILIPPINES	1963 - These matters are left entirely in the hands of the school authorities.
SENEGAL	*1967 - Physical education journals from France and all countries, ministerial circulars, etc.*
SOUTH AFRICA	*1967 - Discussions.* 1963 - In one instance a handbook of the Association was accepted by education departments in two provinces. The Association cooperates with the Board of Education (as with teaching standards).
SWEDEN	*1967 - The Board of Educations asks a group of physical educators to do this job. The Association gives its opinions and suggestions about the syllabi and curriculum guides.*
THAILAND	*1967 - No participation.*
TRINIDAD & TOBAGO	*1967 - No participation.*

COUNTRY	PARTICIPATION IN THE DEVELOPMENT OF SYLLABI AND TEXTBOOKS
UNITED STATES OF AMERICA	*1967 - They cooperate in the production of syllabi and textbooks.*
VENEZUELA	*1967 - They participate only at the experimental institutions.*
VIET NAM	*1967 - No participation.*
YUGOSLAVIA	*1967 - There is participation.*
ZAMBIA	*1967 - The Ministry of Education prints the syllabi to issue to the schools. It also encourages the use of physical education books from abroad.*

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ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	PARTICIPATION IN THE DEVELOPMENT AND ESTABLISHMENT OF AWARDS FOR MERITORIOUS SERVICE
AUSTRALIA	*1967 - The question of establishing a "Fellowship" is under consideration by the Association's Council.*
AUSTRIA	*1967 - no participation.*
BELGIUM	*1967 - The national federations tend their efforts toward a raising of the status of a physical education diploma. The results of these efforts are meager.*
BRAZIL	*1967 - No participation.*
CANADA	*1967 - Same as for other teachers.*
CHILE	*1967 - This is non-existent.*
CHINA	*1967 - Any member of the organization may apply to participate.*
COLOMBIA	*1967 - No participation.*
CONGO - BRAZZAVILLE	*1967 - No participation.*
CYPRUS - GREEK	*1967 - These are organized by the Physical Education Department of the Ministry of Education.*
DOMINICAN REPUBLIC	*1967 - No participation.* 1963 - Establishment of awards to teachers for work done during the school year is being considered.
ENGLAND	*1967 - No participation.*
FINLAND	*1967 - They give scholarships and recommend and support in awarding titles of honor.* 1963 - Association has its own awards. It also proposes awards to members; usually several are given each year to distinguished persons.
FRANCE	*1967 - No participation.*
GERMANY	*1967 - They participate.*
GHANA	*1967 - No participation.*
GREECE	*1967 - This is done by the Ministry of Education.*
GUATEMALA	*1967 - Participation in the development of letters of recognition for participation in activities, merit diplomas, distinctions in civic affairs, etc.*
HUNGARY	*1967 - Occasional participation.*
INDIA	*1967 - No participation.*
ITALY	*1967 - They participate.*
JAPAN	*1967 - They participate.* 1963 - They participate.
KOREA	*1967 - Municipal laws prescribe them.*
LUXEMBOURG	*1967 - They recommend members to the Commission pour l'Ordre national du merite or to the Commission du merite sportif.*

OTHER ACTIVITIES OF PROFESSIONAL PHYSICAL EDUCATION ORGANIZATIONS

COUNTRY	PARTICIPATION IN THE DEVELOPMENT AND ESTABLISHMENT OF AWARDS FOR MERITORIOUS SERVICE
MALAYSIA	*1967 - No participation.*
MEXICO	*1967 - Diplomas to the teachers for special services.* 1963 - Plans are now in a draft stage.
MOROCCO	*1967 - Only the government decides.*
NETHERLANDS	*1967 - All organizations participate.*
NEW ZEALAND	*1967 - This is not yet developed.*
NIGERIA - EASTERN	*1967 - Plans are being worked out.*
NORWAY	*1967 - No participation.*
PAKISTAN - EASTERN	*1967 - Efficiency in the service is considered very important for promotion.*
PAKISTAN - WESTERN	*1967 - No participation.*
PARAGUAY	*1967 - No participation.*
PERU	*1967 - No participation.*
PHILIPPINES	*1967 - No participation.* 1963 - No participation.
SENEGAL	*1967 - Participate in the national awards to individuals who have rendered important services to the state.*
SOUTH AFRICA	*1967 - Give rewards for long and good service.* 1963 - Life membership is being considered by the Executive Committee.
SWEDEN	*1967 - Cooperate with the Board of Education.*
THAILAND	*1967 - No participation.*
TRINIDAD & TOBAGO	*1967 - No participation.*
UNITED STATES OF AMERICA	*1967 - This is considered an appropriate responsibility.*
VENEZUELA	*1967 - No participation.*
VIET NAM	*1967 - No participation.*
YUGOSLAVIA	*1967 - They make proposals for meritory members awards.*

IMPROVEMENTS AND NEEDS IN THE STATUS OF THE PROFESSION

In order to establish some type of idea on the state in which the physical education profession finds itself throughout the world, two questions relating to this subject were included in the questionnaire survey. They were: "Briefly describe the areas of greatest improvement in the status of the profession of health, physical education, and recreation during the past three years in your country" and "Briefly describe the areas in which there is the most urgent need for improvement of the status of teachers in these fields." Responses to the above are grouped into the following categories: Areas of Improvement - (a) recognition of the physical education program; (b) teacher status and standards; (c) salaries and subsistence; (d) professional positions; (e) teacher training methods, materials, and facilities; (f) others and Areas of Need - (a) status and standards of teachers; (b) professional preparation; (c) teacher training methods, materials, and facilities; (d) recognition of physical education; (e) professional positions; (f) and others.

IMPROVEMENTS IN THE STATUS OF THE PROFESSION

RECOGNITION OF THE PHYSICAL EDUCATION PROGRAM:

CONGO - BRAZZAVILLE - *A mark in physical education is included in the general grading system.*

GUYANA - *Since the introduction of the physical education program there has been a great awakening of interest in sports and games by all children and youth throughout the country.*

INDIA - *Some states are including physical education as an examination subject.*

IRAQ - *Sports activities and physical education have become national; public appreciation for physical education has become an integral part of Iraq social life; for the first time in the history of the University of Baghdad, physical education is an integral part of the general curriculum for freshmen students; and physical education, health, and recreation and youth welfare have become one of the nation's principles of life.*

JORDAN - *Physical education has become a major subject in the curriculum.*

LUXEMBOURG - *Physical education has been recognized as important as a means of education.*

MALAYSIA - *Ministry of Culture, Youth, and Sports has been established. Although it is not directly or specifically dealing with the profession of health, physical education, and recreation, it has contributed to sports promotion in the last three years.*

NEW ZEALAND - *Tremendous interest in gymnastics has been developed in the primary and secondary schools.*

NORWAY - *The public interest in all areas of physical education, sports, and recreation has been growing. Government grants to such activities have been greatly augmented during the last few years.*

PHILIPPINES - *Health education has been intensified; many more students are taking health education. Physical education - the coaching phase has become improved because of the desire to improve athletic performances. Majors in physical education are advised to take health education as a minor.*

POLAND - *Physical education has been recognized as an independent science branch; consequently, one is able to attain a doctor's degree and to become an assistant professor of physical education in the physical education schools of higher learning.*

SENEGAL - *Physical examinations are now being given as a result of the physical education programs.*

SWEDEN - *The teacher of physical education can now combine physical education with another subject.*

THAILAND - *There is hope that the recent Asian Games and the Congress of Physical Education held in Bangkok will produce a better awareness of the importance and need for physical education programs in Thailand.*

UNITED ARAB REPUBLIC - *There is a trend toward greater emphasis of physical education in general education.*

UNITED STATES OF AMERICA - *There is greater attention to health education in the elementary and secondary schools; improvement of the physical education programs in the primary and intermediate schools; more attention to lifetime sports in the secondary schools; and more out-of-school recreation programs.*

YUGOSLAVIA - *There is specialization in the study of recreation.*

ZAMBIA - *Health education and some recreation fall under the "four year development plan" and big strides are being taken in this direction. Physical education does not fall under this development plan.*

TEACHER STATUS AND STANDARDS:

CHINA - *Physical education has the greatest improvement among the professions of physical education, health education, and recreation.*

COLOMBIA - *The position of the physical education teacher at the primary and secondary levels has been improved through assistance by the government during the last four years.*

COSTA RICA - *For the first time, physical education teachers were given a professional course and received the title of Professor of Physical Education.*

CZECHOSLOVAKIA - *Primary school teachers must have qualifications for physical education.*

GHANA - *Conditions of service of all teachers and of teachers of physical education in particular have been greatly improved.*

NIGERIA - EASTERN - *Holders of diplomas and Nigerian Teachers Certificate in Physical Education have been regarded as well qualified non-graduate teachers and are given good salaries.*

PAKISTAN - WESTERN - *Spade work for getting teachers of physical education in colleges to attain a gazetted status at par with other teachers has begun.*

SALARIES AND SUBSISTENCE:

AUSTRALIA - *New awards are being made with regard to salaries by the appropriate agency.*

AUSTRIA - *The incomes have increased for all teachers.*

CZECHOSLOVAKIA - *Salaries of secondary school teachers as well as university teachers were adjusted. Post graduate schooling will also influence the salaries.*

GHANA - *Salaries have been made very attractive and prospects for promotion to higher posts of responsibility now exist for those who can make the grade.*

INDIA - *Equality in salaries with other teachers up to the secondary level has been established.*

IRELAND - *There has been a granting of recognition for incremental salaries scales.*

ISRAEL - *Salaries have been increased.*

URUGUAY - *The greatest gains have been in the field of economics in obtaining an equal pay scale as other teachers.*

YUGOSLAVIA - *There has been an augmentation of salary for all categories of teachers.*

PROFESSIONAL POSITIONS:

AUSTRALIA - *More senior posts are being created.*

CANADA - *There has been an increase in the demand for women physical education teachers. Recruitment of physical education teachers for vice principal and principal positions has taken place.*

IRELAND - *A physical education inspector has been appointed.*

JORDAN - *Specialized physicians have been appointed to take care of the schools in the different districts.*

MALAGASY REPUBLIC - *A special Ministry of Youth and Sports has been set up which supervises all the sports and educational activities on the Island.*

PAKISTAN - EASTERN - *The position of physical education teacher at the Teachers' Training College has been raised from Subordinate Educational Service to that of Junior Educational Service in the gazetted rank. The 28 training institutions for primary teachers have been provided with a physical education staff.*

PAKISTAN - WESTERN - *Several gazetted positions in administration of physical education have been created.*

SENEGAL - *There has been an increase in the number of physical education teachers.*

TRINIDAD & TOBAGO - *Specialist teachers have been introduced in the secondary schools. Before this there were only four such teachers, now there are 15.*

TEACHER TRAINING METHODS, MATERIALS, AND FACILITIES:

CANADA - *There has been an increase in the number of physical education schools and the provision of graduate course at an increasing number of them.*

COSTA RICA - *A National Center of Physical Education has been developed.*

FRANCE - *Vacation centers for children have been developed; gymasiums and swimming pools have been built.*

GERMANY - *Many new ways have been opened in most of the German states for the training of physical education teachers.*

GHANA - *There are more opportunities for advanced training overseas and, as a result of these, more and more teachers, especially women teachers, are being attracted into the profession.*

LUXEMBOURG - *There have been construction of indoor facilities; elaboration of plans concerning sports equipment in the country.*

MALAGASY REPUBLIC - *The number of summer camps, swimming pools, and playing fields has been increased.*

NEW ZEALAND - *There has been a great increase in the indoor facilities in secondary schools.*

SWEDEN - *The training of the physical education teacher has received a better theoretical standard.*

SWITZERLAND - *In the Swiss German part of the country, the instruction of the professional physical education students has been extended from two to four semesters for the Diploma I and from four to six semesters for the Diploma II.*

YUGOSLAVIA - *Better methodology has been used in the classes. New facilities have been provided.*

OTHERS:

FRANCE - *Standardization of physical tests in examinations and competitions has improved.*

ENGLAND - *In 1965, the government set up a Sports Council under the chairmanship of the Parliamentary Undersecretary of State to the Department of Education and Science to advise the government on amateur sport and recreation. Members serve by invitation of the chairman.*

FINLAND - *In connection with the University of Jyväskylä, a new department of physical education has been founded. This means that there are academic chairs in physical education, in health education, in physiology, and in anatomy and kinesiology. Advanced studies and research in these fields are now possible.*

GREECE - *Greatest improvements have been made in track and field and swimming events.*

KOREA - *The School Athletic Association has completed establishing branches throughout the country and the Recreation Association has been established in 1965.*

LIBYA - *Improvements have been made in the areas of school clubs for students; school broadcasting of recreation activities; vacination of school children; school meals; and school contests.*

NEW ZEALAND - *Handbooks of physical education have been published for primary and secondary schools. The first New Zealand Handbook on Health Education for primary schools has also been completed.*

UNITED STATES OF AMERICA - *There has been a greater involvement of the prospective physical education teachers in the affairs of the professional associations.*

NEEDS IN THE STATUS OF THE PROFESSION

STATUS AND STANDARDS OF TEACHERS:

CANADA - *A greater knowledge of the role of the physical educator as a creator of a major part of the culture is needed.*

ENGLAND - *Teachers already enjoy a high status but their salaries lag behind professionals in other areas.*

FRANCE - *There is a need for merit rating of teachers. The system of deconcentration of personnel management should be abandoned.*

HUNGARY - *Improvement is necessary for the status of the teacher at the university level.*

KOREA - *Improvement of the physical education teacher's living standard is needed.*

NEW ZEALAND - *In university education, physical education is simply not recognized. In the primary service the physical education advisers have a status below that of head teachers and principals. This could be improved.*

NIGERIA - EASTERN - *The number of physical education teachers is comparatively small. The status of teachers in this field will improve if the number increases.*

SWEDEN - *It is most urgent that a teacher of physical education get the same salary as a teacher of a theoretical subject.*

TURKEY - *In every area there is need for the improvement of the status of the teachers in these fields.*

URUGUAY - *To date physical education teachers have had less vacation days than teachers of other subjects; a situation which is hoped will change this year. During summer vacations the physical education teachers teach on the beaches, at swimming pools, on playgrounds, in campsites, etc., thus, having less vacation time than other teachers due to the circumstances.*

VENEZUELA - *The teachers at the primary level need improving through the Institute of Professional Improvement of the Ministry of Education.*

ZAMBIA - *The most urgent need is in the improvement of the status of teachers of physical education. Probably the re-opening of the Physical Education College in Lusaka would be the answer to this.*

PROFESSIONAL PREPARATION:

AUSTRALIA - *Increased length of training and elevation to degree status in some states is needed as well as development of post graduate work and provision for more research assistance.*

COSTA RICA - *We still have a long ways to go, but next year a four year teacher training course will begin in the Escuela Normal Superior. Graduates from the course will earn a B.S. degree in physical education. The present lack of preparation leading to a degree holds down the status level for physical education teachers.*

CYPRUS - GREEK - *Better training is needed.*

FINLAND - *There is a need for the training of specialized, graduated teachers of physical education for the coming 9-year Basic Comprehensive School from the early part instead of classroom teachers.*

GERMANY - *There is an urgent need for the improvement of health education at teacher training schools as well as at primary, intermediate, and secondary schools.*

IRAQ - *Annual short refresher courses are needed.*

ISRAEL - *Academic training for physical education teachers is needed.*

LIBYA - *Further training of teachers is needed.*

MALAGASY REPUBLIC - *The training of teachers and instructors is lacking.*

MOROCCO - *There is need for undertaking a policy of training, in-service training and recruitment.*

SWITZERLAND - *The most urgent need is the betterment of instruction of the classroom teacher, who teaches the girls in physical education in the secondary schools.*

UNITED ARAB REPUBLIC - *There is a need for in-service training on the local level and abroad. Graduate courses in physical education need to be established.*

TEACHER TRAINING METHODS, MATERIALS, AND FACILITIES:

CONGO - BRAZZAVILLE - *There is a need for the improvement of facilities and knowledge of speciulists in a given sport.*

GHANA - *There is a lack of the essential equipment and playground facilities in schools and colleges, and recreational facilities for the general public. This hampers the work of most teachers of physical education.*

GREECE - *There is a need for more acquaintance with modern methods of training in track and field, swimming, and major sports through clinics, publications, etc. More facilities and space are needed to carry on the programs.*

IRAQ - *Playgrounds, equipment, and physical education books translated into Arabic are needed.*

JORDAN - *An institute for physical education teachers needs to be established; references are also lacking.*

KOREA - *Arrangement and improvement of physical education facilities are needed.*

MALAGASY REPUBLIC - *More playing fields and gymnasiums are needed.*

NIGERIA - EASTERN - *More facilities and equipment should be supplied in the training institutions to help prepare the teachers better.*

PHILIPPINES - *The central office must issue syllabi and directions by which teachers may go as a guide.*

SWITZERLAND - *Better instruction of the classroom teachers for the voluntary school sports programs is needed.*

ZAMBIA - *The country urgently needs one central training college for the teachers of physical education.*

RECOGNITION OF PHYSICAL EDUCATION

BELGIUM - *The time devoted to physical education in the schools should be lengthened.*

CANADA - *A better acceptance of the need for physical education and recreation education by the public is necessary.*

CYPRUS - GREEK - *A better understanding of health, physical education, and recreation by the authorities is needed.*

IRAQ - *Special support of the programs are needed.*

LUXEMBOURG - *There is a need for calling the attention of the authorities on the importance of having highly qualified teachers fully assimilated to the other teachers; call the attention to the leaders on the danger of entrusting physical education to unsufficiently trained persons.*

MALAYSIA - *There is need for the recognition and establishment of a Physical Education Department in the University of Malaysia.*

PHILIPPINES - *There is a need for understanding what physical education really is. Most officials insist on what they like, such as participating in games, folk dances, or the like. The teachers are at a loss as to what they are expected to do.*

PROFESSIONAL POSITIONS:

GUATEMALA - *One physical education teacher per school is needed throughout the country.*

INDIA - *Physical education teachers need to get equal status for promotions and for holding responsible positions in schools and in the departments of education.*

MOROCCO - *There is a need for increasing the number of physical education teachers in the secondary schools where sports and physical education are compulsory.*

NIGERIA - EASTERN - *The most urgent need is to increase the number of qualified physical educators so that all secondary schools and Teachers' Grade II Colleges will have at least one qualified person.*

TRINIDAD & TOBAGO - *There are no specialist teachers in primary schools, but there are trained supervisors who have for the last eight years been organizing short in-service courses for their teachers.*

OTHERS:

CHINA - *There is need in the area of recreation.*

GERMANY - *Centralized guiding principles would be desirable.*

GHANA - *An effective national body of teachers of physical education is yet to find its feet in this country. A start has been made, however, and it is hoped that education within our own ranks will hasten the day of our maturity and so give the necessary impetus for active participation in international affairs.*

IRELAND - *Financial aid to private colleges is needed.*

ITALY - *It is desirable that the university reform which is going to take place may grant the I.S.E.F.'s full autonomy, adding a fourth year and naming them Colleges of Motor Activity Science. Therefore, all I.S.E.F. teachers ought to have full status of university professors with autonomous professorship. This would also favor individual and group work of the students in the fields of research, analysis, and experiments. It is desirable that the pension age be lowered from 70 to 65 (for all teachers) allowing physical education teachers to leave teaching at 55, being thereafter employed in an advising or organizing capacity.*

MALAYSIA - *There is need for the re-establishment of a Physical Education Department in the Ministry of Education. There was such a department in the Ministry about eight years ago but it was unfortunately abolished. There is a need for the recognition and acceptance of extra curricular activities as part of teaching time.*

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ICHPER Periodic Physical Education Questionnaire

INTERNATIONAL COUNCIL ON HEALTH, PHYSICAL EDUCATION, AND RECREATION
1201 16th St., N.W., Washington, D.C. 20036, U.S.A.

An International Member of the
WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION

Part I Physical Education and Games in the Curriculum

This section of the questionnaire is designed to gather information on the organized programs of physical education and games provided for children and youth in the primary schools, intermediate schools, and secondary schools in your country.

It may be necessary to continue your comments on additional pages in some instances. When this is done, please number them carefully to correspond with the questionnaire.

Your answers to the questions are most important. However, if printed or published materials providing detailed information are available, it would be appreciated if you will send these materials also.

Person Completing this Questionnaire Section

Name________________________________

Title________________________________

Institution or Agency________________________________

Address________________________________

Country________________________________

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INTERNATIONAL COUNCIL ON HEALTH, PHYSICAL EDUCATION, AND RECREATION
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PHYSICAL EDUCATION AND GAMES IN THE SCHOOL CURRICULUM

A. Is physical education a required subject in the school program?

	Boys		Girls	
	Yes	No	Yes	No
(1) Primary schools (for children 6-9 years of age)				
(2) Intermediate schools (10-12 years of age)				
(3) Secondary schools (13 years of age and older)				

B. If physical education is offered in your school program, complete the following:

(4) Who teaches physical education at the following levels (for example, classroom teacher, qualified teacher, other, please specify)? Please indicate whether the instructor is male or female.

	Boys	Girls
Primary schools		
Intermediate schools		
Secondary schools		

	Primary Schools		Intermediate Schools		Secondary Schools	
	Yes	No	Yes	No	Yes	No
(5) boys and girls are taught in the same classes:						
all of the time.						
some of the time						
never						
(6) the same instructor teaches boys and girls:						
all of the time.						
some of the time						
never						
(7) is a syllabus used by teachers?						
is it developed by the individual teacher?						
by school authorities?						
by a governmental agency? . . . . (list agency)						

C. Are physical performance tests a part of the school physical education program? ______Yes ______No. If performance tests are given please indicate below at what level and frequency they are given.

	Primary Schools		Intermediate Schools		Secondary Schools	
	Boys	Girls	Boys	Girls	Boys	Girls
Given						
Frequency						

(8) Who has the responsibility for developing these tests?

(9) Briefly describe the tests.

D. How many separate class periods in physical education are given each week and how many minutes are devoted to each?

	Primary Schools		Intermediate Schools		Secondary Schools	
	Boys	Girls	Boys	Girls	Boys	Girls
Number of class periods per week						
Number of minutes per class period						

(If program varies in minutes and in periods from week to week or month to month, explain.)

E. Are boys and girls required to change into physical education costumes for physical education classes?

	Boys		Girls	
	Yes	No	Yes	No
(10) Primary schools (6-9 years of age)	____	____	____	____
(11) Intermediate schools (10-12 years of age)	____	____	____	____
(12) Secondary Schools (13 years of age and older)	____	____	____	____

F. In some instances text books and printed materials are used in the teaching of the physical education classes. If such is the case in your country please explain. (List type of materials and at what level these are used).

G. Physical Education Facilities

(13) Check the school and community facilities used for physical education classes.

	FACILITIES PROVIDED BY THE SCHOOL						COMMUNITY FACILITIES USED DURING SCHOOL HOURS					
	Primary		Intermediate		Secondary		Primary		Intermediate		Secondary	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Indoor Gymnasium												
Playrooms												
Swimming Facilities												
Others (specify)												
Outdoor All Weather Surface Play Areas												
Ice Rinks												
Parks (commons)												
Playing Fields												
Ski Slopes												
Swimming Facilities												
Others (specify)												

H. List the activities which are usually included in the physical education program for:

	Primary Schools	Intermediate Schools	Secondary Schools
Boys			
Girls			
Boys and girls in the same class			

I. List four or five major objectives or purposes of physical education in your country. Specify differences, if any, for the primary schools, intermediate schools, and secondary schools.

J. Describe briefly the sports and games program organized, sponsored, and conducted by the school outside of school hours for boys and girls in the primary schools, intermediate schools, and secondary schools.

K. What are three or four major problems to be overcome in physical education, if programs are to be improved, in the primary schools, intermediate schools, and secondary schools in your country?

L. What significant changes, if any, have been made during the past three years in the physical education curriculum in the primary schools, intermediate schools, and secondary schools?

Please return this Questionnaire by February 1, 1967 to:

Dr. Carl A. Troester, Jr.
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Washington, D.C. 20036, U.S.A.

THANK YOU FOR YOUR COOPERATION